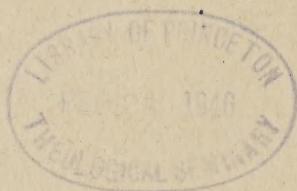


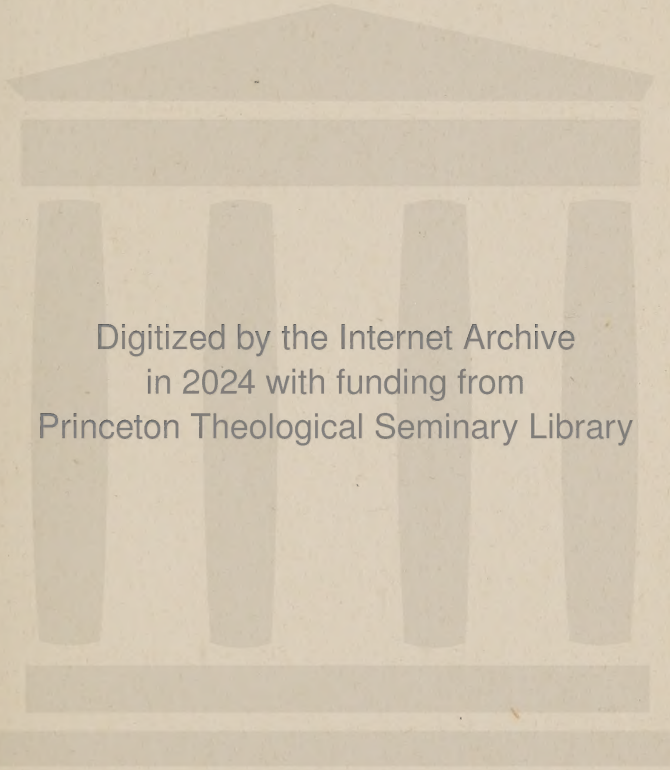
ACTIVITY BOOK

NUMBER TWO

LUCILE F. FARGO



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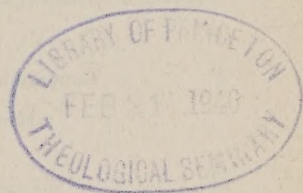


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ACTIVITY BOOK

NUMBER TWO

LIBRARY PROJECTS FOR CHILDREN
AND YOUNG PEOPLE



LUCILE F. FARGO

AMERICAN LIBRARY ASSOCIATION
CHICAGO, 1945

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PART I
INTRODUCTION

INTRODUCTION

During the years that have elapsed since the first **ACTIVITY BOOK FOR SCHOOL LIBRARIES** was published by the American Library Association, so many new library enterprises have been tried out by librarians, pupils and teachers, working together, that it has seemed desirable to issue a second, or follow-up, volume.

In so doing, no time will be spent in repeating or in elaborating upon the earlier discussion of "the activity," educationally considered. Suffice it to say that an "activity" is an enterprise in which pupils shoulder a considerable degree of responsibility for educating themselves, in which they work creatively and cooperatively, in which they explore and frequently engage in purposeful research by way of books and library tools, and in which teacher and librarian to a large extent lay aside the functions of management and formal instruction to become members of the team, counselors, or guides. Together, all work toward some common purpose, or essay the solution of a worthwhile problem that has personal, social or cultural significance and is educational in its outcome.

Like the first **ACTIVITY BOOK**, this second one is "a volume of prescriptions or recipes telling in the fewest possible words how to initiate, carry on and complete specific activities which center in or hinge upon the library." What the reader has in his hand is, then, a compilation, built up from the ideas of many teachers, pupils and librarians. And once more to those teachers, pupils and librarians the compiler acknowledges her indebtedness.

In arrangement, this volume varies little from the first except that most of the general headings are new. For convenience, it is divided into three principal sections: Part I, Introduction; Part II, The Library on Its Own; Part III, Library and Curriculum. In explanation of the two latter it may be said that broadly speaking, and "broadly" should be underlined, Part II deals with enterprises which are library-centered, while Part III emphasizes those which are sufficiently curriculum-centered to admit of their grouping under curriculum subjects, such as mathematics or social science. For further convenience, catchword subheads and an analytical index are provided to facilitate identification of specific activities.

At a time when there is a noteworthy tendency throughout general education to break down subject boundaries in constructing and carrying out the curriculum, something needs to be said to justify what appears to be a wholly contrary point of view in Part III. For here the compiler has fallen back on the time-honored idea of a curriculum definitely divided according to subject.

The reasons for such a procedure are simple. First, it is a matter of convenience. In spite of the trend towards a fully integrated instructional program in which, for instance, no one quite knows where mathematics leaves off and social science begins, it has seemed wise to group curriculum-centered activities according to the subject fields in which they most naturally or appropriately develop because that is still the connection in which they arise in great numbers of schools, more especially in those on the secondary level. Through such an arrangement, subject specialists (and most schools still employ teachers above the elementary grades on that basis) coming to the library for ideas may be provided at once with a sampling of appropriate activities involving the use of library facilities.

But this is only one aspect of the matter. It is probably true that librarians, even more than teachers, stand to profit by being confronted with type activities which have been carried

out in particular subject areas in forward-looking schools. And for the sake of these librarians, rather more than for the instructors with whom they work, a brief introductory statement, adapted in many cases from pronouncements appearing in actual course syllabi, precedes in each subject field descriptions of the activities themselves. Of course, no librarian will expect to gain from these introductions full competency to initiate or even to cooperate in the curriculum-centered activity program. Such competency derives only from extensive reading, study and experience in the field of education. But if the brief preliminary statements are taken as introductions only, they should serve a useful purpose.

As the compiler sees it, the chief objection to an arrangement of activities according to curriculum subject is a certain amount of repetition. This is inevitable because, in spite of cross references and generous indexing, methods applicable all along the line (forum discussion, bibliography-making, graphic presentation) cannot safely be segregated in an introductory chapter or mentioned once and then dropped. Human nature being what it is, such a procedure would mean that the methods would be forgotten except in the connection where they first appear. Confronted with this dilemma, the compiler has chosen to repeat—and hopes a reasonable amount of iteration will be forgiven.

Before dismissing this matter of arrangement, attention should probably be called to still another point, and that is the lack of any consistent attempt to segregate activities according to school grade. As in the first *ACTIVITY BOOK*, such segregation has been put aside on the theory that, with appropriate adjustments, many an activity may be attempted as well at one school level as at another. Surely, where the context does not afford guidance, the good sense of librarian and teacher may be depended upon to prevent experimentation with enterprises not suited to younger or to older groups, or to pupils of higher or lower mental attainments. In this connection it may be added, however, that while the first *ACTIVITY BOOK* leaned in the direction of activities appropriate for ele-

mentary and junior high grades, the present volume emphasizes more mature enterprises suited to the senior high.

While speaking of the first ACTIVITY BOOK, one other point requires mention, namely: The reader wishing to refer to activities first described there must consult its index, since "see also" references have been sparingly used in the present volume.

Since all activities are in the nature of experiment, it is evident that a librarian or a teacher takes a sporting chance in helping to set one going. If she has any doubts on this point, she might read in Phyllis Fenner's *Our Library* the account of an experiment in which a fifth grade was allowed to build up its own classroom library out of personal and home resources—with questionable results.¹

Incidentally, *Our Library* is full of activities and should be known to every elementary teacher and librarian. But about this classroom collection. It did not take the librarian in the central school library long to trace a sudden falling-off in fifth grade circulation to the fact that in the classroom the *Boy Allies* and other serials of similar character were occupying the entire attention of the children. A later experiment in trying to build up, again from home sources, a classroom library of so-called "good" books was almost equally disastrous. But fortunately the experiment was its own cure; for the "good" books turned out to be so consistently uninteresting and sentimental that the experiment died a-borning. From all of which Miss Fenner concludes (though with the reservation that she may change her mind) that trying to invoke critical attitudes in the choice of books by children in the fifth grade is not as fruitful as just subtly putting desirable books in their way and hoping for the best.

There are other reasons quite apart from mistaken judgment regarding the outcome of an activity which are almost certain to insure its failure. Probably the most disastrous, and also the most frequent, is lack of preliminary planning, especially in

¹ Fenner, Phyllis. *Our Library*. John Day, 1942. p.45-46.

the case of the curriculum-centered activity. Without such planning, the library first of all runs the risk of being caught short of essential materials. Working space for groups of pupils may also be unavailable at the time needed, and the librarian occupied with other duties. Always, the teacher, or a committee of pupils sent from the classroom, should confer *in advance* with the librarian about such matters as reserve books, classroom loans, the use of conference or lecture rooms. There should also be time for the librarian to check available materials and to secure others from outside sources, such as the public library, when that is necessary.

Note how preliminary planning is emphasized in the following excerpt:

When the classroom library services of large schools become numerous, as indeed they should, it is wise to see that plans and schedules are worked out to the mutual benefit of all classes and other library functions. Early in any semester teachers and pupils, after determining the major problems that will be studied for a period of six weeks or longer, should present to the librarian a report on the class needs. This co-operation makes it possible for the library to schedule the use of materials. Such an arrangement is made each semester in the diversified reading program of tenth-grade English in Minneapolis. A schedule for the use of library materials is made for the semester by pupils, teachers, and librarians working together. It is only to be expected that the nature of the problem and the time for its study will be somewhat determined by the best possible schedule that can be provided.

In one large city junior high school the various projects in social studies to be carried on by each class are outlined during the early weeks of the semester and submitted to the librarian, who allots her time and materials to the projects in a manner to avoid confusion and duplication. Teachers meet with librarians to plan the most efficient way to use the materials they will need. Pupils are often brought into this planning.

Units on current social problems are taught today in many Senior classes. Materials that support these units need to be current and available in quantity. Where many class sections are engaged in such study, library service needs to be staggered so that all classes will have the maximum use of good materials.

An unsatisfactory program is the hit-and-miss arrangement where all teachers collect material on their own, or where the

librarian tries desperately to meet the many demands of teachers without such previous planning.²

Obviously, the question of materials is extremely important from every point of view. Due not a little to the now generally accepted principle that the goals of education in the United States should be approached within the framework of a present-day, democratic America, more and more demand is made in every department of the school for *current*, and very frequently, *local* information available only through periodicals, newspapers, bulletins, pamphlets, clippings and audio-visual aids. Definitely in today's curriculum, the past is to be tied in with the present, the theory and generalizations of science are to be related to the everyday aspects of human living within the home and the community. And here the textbook breaks down, as does the predigested information of the so-called "supplementary reader." Unless the librarian has been, and is, an industrious collector and organizer of ephemera, much of it local in nature, she cannot hope to participate with success in the activity program of the school except, perhaps, in the more or less traditional English program. Even here she is likely to be besieged with requests for materials about today's author, today's drama, today's poetry.

If materials are important, so too is equipment. Filing cases, bulletin boards, display racks and storage space for periodical publications new and old are indispensable. A small work-room with adequate cupboard space for handy tools, such as scissors and paper cutter and other simple paraphernalia like lettering ink, pens, paste, colored paper and gummed labels, is almost equally indispensable. Among desiderata are conference rooms and a lecture room equipped with essentials for audio-visual presentation. Of course, more elaborate equipment may be borrowed from or used within other depart-

² Cutright, Prudence, and Peckham, E. K. "The Pupil and Library Use." In National Society for the Study of Education, *Forty-second Year-book; Part II, The Library in General Education*. University of Chicago Department of Education, 1943. p.120-21.

ments of the institution and in a small school they undoubtedly must be.

There is little reason why the library, more than other departments of the school, should be expected to make bricks without straw. And yet, to its everlasting credit, many a library does! Conference rooms, audio-visual equipment, and even an adequate collection of books in the library itself may be lacking, and still pupils are to be found busily engaged in fruitful enterprises having a library background. For where there's a will there's usually a way. If there is no room for group work in the library, the library goes to the classroom—and the librarian too. In the absence of broadcasting equipment, a radio program may be simulated on the auditorium stage. If books are lacking, thousands of inexpensive pamphlets are available, many for the asking, to the librarian who knows how to find them; and pupils may and should be encouraged to supplement the reference work and reading carried on in the school library with frequent visits to a nearby county or municipal library. In fact, demonstration of what *can* be accomplished with scanty resources may prove to be an effective steppingstone to more spacious quarters, a better book collection, and all the other items that go to make a wide program of library activities possible.

A few additional suggestions culled from the growing experience of libraries should probably be added to those set forth in the first ACTIVITY BOOK. Except in rare cases, comes the word from justly worried public librarians, school pupils should be discouraged from consulting *bound* volumes of newspapers. Says the head of the newspaper division in a large public library, "Papers printed on wood pulp [as most papers are] have slightly more durability than cobwebs; after one of these volumes is used, the surrounding table space and floor is littered with fragments of wood pulp—disintegrated history." And he adds that it is undoubtedly the duty of the librarian to reserve this material for the patron who, as far as can be determined, is doing research of some importance. All of which suggests that if, in a very exceptional case, the

use of bound newspapers by a pupil is justifiable, the school librarian or the teacher should first point out to the pupil that he is asking for a special privilege, and secondly, should provide him with a note to the librarian of the public library stating the reasons for the request. After all, is it not a valuable aspect of an activity, educationally considered, to cultivate in the pupil respect for the sources of knowledge?

A related problem is that of the mutilation of books and periodicals by pupils searching for pictures to paste in notebooks. So disturbing has this practice become that in at least one city word has gone out from the office of the superintendent of schools warning against assignments or activities requiring or encouraging the use of clippings. If the practice is to be allowed at all, it should be accompanied by preliminary activities emphasizing good citizenship in the use of library materials and the gathering together in some well-designated place of a pile of discarded publications marked "Available for Clipping."

One librarian reports successfully battling mutilation by encouraging the development of class-managed clipping files rather than individual scrapbooks or notebooks. A vertical file and a bulletin board were turned over to the social science department, the file to be used for clippings from *periodicals subscribed to by the class or the department* or carefully identified as belonging to a contributing pupil. Successive clippings committees took care of cutting, pasting, labeling and filing, while the reading of current materials belonging to the library was directed by means of the bulletin board, which every week carried brief summaries of outstanding articles as well as bibliographies useful to members of social science classes. According to the librarian in question, the device has spread to other departments. It is worth experimenting with not only because it solves the problem of mutilation but also because it leads to increased use of current materials and to that all-important feeling, "This is *our* library." (See *Wilson Library Bulletin* 14:777, June, 1940.)

One of the most heartening aspects of a well-developed

activity program is its tendency, regardless of the resources of classroom and school library, to spill over upon the public library. This is exactly as it should be; for an "activity" which does not have as one of its outcomes encouragement of the desire to explore, is scarcely worth the time it takes. Right here are the roots of that adult education with which librarians and educators are so concerned.

This being the case, a grave responsibility obviously rests upon teachers and school librarians alike to keep the public library informed concerning the demands likely to be made upon it. This can be done by private conference or by telephone; but best of all, at least in a large system, through the use of simple printed or mimeographed forms easily filled out to indicate the nature of the proposed activity, the dates during which it will be in progress, the number of pupils concerned, and the type of materials likely to be in demand.

Grateful acknowledgment having earlier been made by the compiler to teachers, librarians and pupils for many of the ideas contained in this book, there remains the pleasant task of acknowledging an equally great indebtedness to the professional publications in which these ideas have appeared. First among such publications is the *Wilson Library Bulletin*. Next come handbooks and short treatises such as the "Experimenting Together" series published by the American Library Association. And finally, there are the exhilarating course syllabi emanating from many a school source, such as the "curriculum centers" of the Cleveland Board of Education. As a final suggestion, the compiler recommends perusal of such thoughtfully prepared syllabi on the part of both school and public librarians. In these publications the educator implements theory with practical details of method, and indicates, usually with the help of a competent librarian, the materials he deems essential and the activities he hopes will be fruitful.

PART II
THE LIBRARY ON ITS OWN

MOVIE, RADIO, FORUM AND PANEL

The culminating point of many an activity has for many years been an auditorium program, or assembly, where through dialog, dramatic skit, pantomime, speech, song or dance there were featured the high points of work covered in classroom and library.

The auditorium program has not gone out, and a few new suggestions for library-sponsored platform exercises are set forth later in the present volume. But increasingly, as schools have acquired public address systems and other audio-visual equipment, and as educational activities on the part of broadcasting chains have become more prevalent, the tendency is to capitalize on and to use these newer resources in developing and in setting the capstones on educational projects within the school.

Another tendency is the substitution of forum or panel discussion for the traditional formal report, speech or debate. Once more it appears that the school is linked to movements rapidly gaining ground outside its walls.

In the light of these trends it seems appropriate to present first to librarians engaged in school work those enterprises in which the audio-visual, the forum, and the panel play an important part. It should be remembered, however, that the materials and methods involved may be employed in connection with practically any activity set forth within these pages, no matter what the context. Consequently, enterprises of an audio-visual or discussion nature should be considered as typical of practices applicable all along the line. Con-

versely, activities listed in other connections may frequently be adapted for radio, forum, or silver screen.

AUDIO-VISUAL PROJECTS—GENERAL CONSIDERATIONS

Because library activities in the field of audio-visual education are still untried ground in many schools, some initial paragraphs of explanation, caution and advice, together with references to sources for further information, may not be amiss.

In the motion picture area the tendency to capitalize on newer developments has been definitely encouraged by the appearance of the 16mm. film and comparatively inexpensive projection apparatus, both suitable for classroom, as opposed to auditorium, use. At any hour of the day, in connection with a project or a unit of study, a film may be introduced. So it is that if the school library functions, as many thoughtful people are beginning to think it should, as a distributing center for all teaching aids used in the school, including films, its opportunities for playing a useful part in the program of classroom instruction are boundless. Although in earlier years the most the library could do was to provide reading lists paralleling the showing of these visual aids, it may now aid in their selection and provide invaluable advisory service in connection with their use by pupils and teachers in the library and classroom.

Perusing the above statement, the reader should underline the words *distributing center*. Many school libraries are too small or too poorly provided with money, staff or storage facilities to warrant building up within their own walls anything more than small basic collections of films and records, if they do even that. But a school or library system—city, county or state—can often do what the individual institution cannot do, centralizing the work where storage facilities, as well as professional and clerical help, are adequate. Governmental and commercial agencies come into the picture too;

for an increasing number of such agencies now function as rental or distributing centers.¹

Given the availability of visual aids through such outside sources, the librarian in the school, even though the school is small, accumulates essential catalogs and announcements, and so works with pupils and teachers in the interest of wise choice precisely as she would if books, rather than visual materials, were in question.² And the choice having been made, she, or preferably a clerical helper, takes charge of the mechanics of renting or borrowing.

Among possible complications arising from library participation in the audio-visual program of the school are storage and repair, scheduling, and the operation of apparatus, much of it heavy and mechanically complicated. But aside from scheduling, and possibly storage, these functions do not properly belong to the library any more than the repair of its typewriter or Venetian blinds. Such mechanical matters should be looked after by qualified experts. In some schools, this means science teachers and a pupil operating crew made up of mechanically-minded boys working in cooperation with librarian and classroom instructors.

It is an axiom of the educational use of audio-visual materials that they must not be presented "cold" to an audience. There must be careful advance preparation by way of reading and reference work so that the proper introduction may be made. Wherever possible, pupils themselves should prepare these introductions and present them to the waiting audience.

On the side of librarian and teacher, care must always be

¹ For addresses and information on such agencies, see McDonald, G. D. *Educational Motion Pictures and Libraries*, A.L.A., 1942, and U.S. Office of Education. Division of Special Problems. *Sources of Visual Aids for Instructional Use in Schools*. The Office, 1941. (Pamphlet 80)

² Useful catalogs are issued by the American Council on Education, Washington, D.C.; the H. W. Wilson Co., New York, N.Y.; and the United States Film Service, Washington, D.C. For other sources see National Society for the Study of Education. *Forty-second Yearbook; Part II, The Library in General Education*. University of Chicago Department of Education, 1943. p.216-17. State and local agencies also issue annotated lists that should be in the hands of nearby librarians.

exercised to see that audio-visual aids are selected and used for purposes other than mere entertainment if the ultimate aim is instruction or the development of appreciation. Among the questions to be asked about a film, the following have been suggested: Is it interesting, concrete, comprehensible, clear, natural? Does it suggest new problems, materials or implications leading to desirable discussion or further study? Does it help to clarify a process or the teaching of a skill? Is the material presented reliable and authentic? Is it free from undesirable advertising or other propaganda?

Broadcasting and radio listening. Common sound apparatus, such as recordings and the mechanisms used in playing them, cannot be considered new educational tools, having been in use for some time. But nowadays schools are going into broadcasting, either by way of a public address system within the school building or by arrangement with local broadcasting stations, commercial or Board of Education controlled. Here problems are numerous; but fortunately for the librarian, most of them are not her concern. Nevertheless, a few pointers useful when the library itself puts on a broadcast are in order.

First, say those who know, a broadcast should be a culminating experience if it is to achieve its highest educational value. This would suggest, for instance, that the library club will profit most from the program it puts on the air if the library activities featured are first actually participated in by members of the club, or have been previously investigated and discussed. Second, care should be taken to assure a finished performance equally satisfying to participants and to listeners. Except in rare cases, this will mean the preparation of a script and careful rehearsal, preferably before the "mike" in the broadcasting room itself, with opportunity to interpret and follow the signals of the operator and to get used to sitting or standing in the proper position relative to the broadcasting apparatus. Finally, in spite of essential mechanical arrangements, every effort should be made to keep the presentation natural and informal—a difficult task

when the pupil's knees are shaking, to say nothing of the librarian's knees! But practice makes perfect, and rehearsals help.

Other aspects of the library's relation to moving pictures and radio which should be mentioned are its work in the interest of better choice of picture plays, better listening, and tie-ups between seeing or listening and reading. Among the angles of approach are units in the English curriculum dealing with the critical evaluation of picture plays on the part of pupils; listener etiquette at home and abroad (who has not prayed for an attack on this problem!); the choice of worth-while radio programs and their evaluation from the point of view of entertainment, authoritativeness and dramatic structure. All along the line, the library participates with its books, its bulletin boards featuring stills and announcements and timetables for radio programs. And in addition to underwriting in this way the English course of study, the library may, as will appear later, initiate radio and movie enterprises of its own.

PICTURES, STEREOGRAPHS, SLIDES

In taking up in detail the library's part in visual education, we first consider activities that make use of resources and apparatus so simple and so inexpensive as to be available in any school having an organized library, or access to one.

Pictures from the picture file are used in a variety of ways. The pictures may consist largely of clippings from illustrated magazines, classified under convenient headings. Or they may be picture post cards collected by pupils and teachers; or penny reproductions of famous sculpture and paintings; or plates salvaged from worn-out books.

Stereoscopic views related to units of study are used with great pleasure by younger pupils who find the two-dimensional effects of the stereoscope fascinating as well as instructive.

Lantern slides, pupil produced or purchased, and classified according to subject, are also in demand. Most often, they are borrowed for classroom or auditorium use; but if the library is fortunate enough to have a lantern room of its own, groups of pupils may spend an occasional period there, putting on their own illustrated lectures.

Assuming that simple visual aids *are* available through the library, events may transpire after this fashion:

To the librarian comes a request for pictures of dogs and horses in action. In the classroom the teacher reads a chapter from *Lassie Come Home* or *My Friend Flicka*. The pictures are passed around or shown on the screen, other books about dogs and horses are discussed with an eye to further reading, and pupils write their own stories about the animals shown. It is as simple as that, and as old-fashioned. But an "activity" is under way, and the library has had a part in it by furnishing the pictures, and probably the copies of *Lassie* and *Flicka*. After the class period, if those two famous characters from the animal world are appearing in a local movie house (from which some of the pictures were perhaps obtained in the form of stills), the library prepares for a run on the books and pupils stand in line on Saturday afternoon to see an outstanding example of moving-picture art.

For a **Book Vue** a digest or outline of a book read is prepared by an individual pupil or a group working together. A visit to the library discloses a series of lantern slides highlighting the narrative if the book is a story, or perhaps showing what life in the jungle is like if the book deals with travel. In the classroom or the library lantern room a member of the group reads aloud the summary of the book while another pupil acts as lantern operator and shows the slides. If, instead of a lantern limited to slides, the school possesses a reflectoscope (one capable of projecting all forms of pictures, including those in the book itself) the "book vue" may become a form of book report fascinating to younger pupils and having a wide range of possibilities.

MOVING PICTURES

The making and use of films about the library itself was suggested in the first ACTIVITY BOOK, and a list of films available for use in library instruction classes was provided. But suppose your particular library club is itself ready to emulate Hollywood. How are they—and you—to go about it?

The answer appears, at least in part, in an article by Ethel M. Walker in the *Library Journal* 65:519-20, July 15, 1940. In Miss Walker's project, pupils and library staff cooperate in posing for scenes depicting the right and the wrong way to enter the library, how to borrow a book, how to use library tools such as the card catalog and important indexes. Pointers on filming are: (1) Use a light meter and flood lights for inside views. (2) Use a lens not slower than f.3.5. (3) Use white on black for titles, box them, and make sure they are rendered slowly enough for accurate reading on the part of the audience. (4) Keep a notebook covering the number of lights employed, meter readings, properties used, etc., so that retakes may scientifically correct errors in the original films. (5) Plan some humorous scenes to add to interest and to make the film appear less like a lesson.

Further information on the mechanical side will necessarily be sought from magazine articles and books on photography, several of which should be on the library shelves. (For an example of a scenario plus advice on production, see Christian, D. K., "Library Scenario." *Wilson Library Bulletin* 18:330-33, December, 1943.)

The following announcement, put out by a library club upon completion of its film tells its own story:

OUR LIBRARY—A SERVICE INSTITUTION is the name of the film the Library Club of S—— School has produced this year. It points out ways the teacher and librarian may cooperate to make the library a service agency, and it shows how a well-organized library benefits a student who is doing reference work on a subject.

This film will be shown at the school auditorium on May 22 at 3:15 P.M. and will be used again Thursday evening in the High School graduation program.

We would feel honored to have you present to see this film on either of these occasions.

(Signed) THE LIBRARY CLUB
S—— HIGH SCHOOL

For particular notice here is the fact that the film is to be shown in connection with the high school graduation program, and so is an exceedingly worth-while activity from many points of view.

If moving picture apparatus is lacking, the possibilities in slides, still films or snapshots should not be overlooked. Like films, these may deal with library processes, library activities and library behavior and may be displayed in the auditorium, in classrooms or on bulletin boards. The fact that the characters in the pictures are friends or classmates of course adds greatly to the interest. One library club used such pictures to put over the idea of correct reading posture in connection with the school health program. (See p.44, 182.)

It is worth noting that the Keystone View Company makes available outfits and directions for producing school slides.

When it comes to **activities publicizing worth-while moving pictures**, experience shows that **a photoplay club** may operate with great success. In one school such a club became an active member of a partnership which included the librarian and the director of visual education. In the library, shelves and a table were provided whereon might be displayed materials on the appreciation of moving pictures and on the writing of scripts. Lists of stories that had been filmed, or were about to be, were also available there. A committee from the club secured much of this material through personal solicitation or by clipping magazines, and undertook to keep it in order. Sometimes items to be considered for purchase by the library or visual education department were suggested by the club, members of which also made up for the use of others notebooks containing reviews, clippings and pictures. In addition to all this, stills and panel exhibits from the Motion Pic-

tures Producers and Distributors of America, Inc., were posted on bulletin boards.

Conferring with the club adviser, a committee decided from time to time what pictures appearing in local movie houses were worth publicizing—an activity which brought into use such tools as the *Motion Picture Review Digest* and the *Educational Screen*.

As a further activity, a **guessing and identification contest** was arranged in which numbered posters showed stills and pictures of actors in various roles. At the same time, lists of questions related to the posters were prepared: Who wrote the original story on which this film is based? What historical inaccuracy appears in this picture? What is the last line of a poem having the same name as this film?

Still another activity consisted of a **vacation reading list** composed of books bearing on the best films to be shown during the summer. Club members secured the advance list of films and helped to popularize and to distribute the reading lists. When the club itself experimented with the production of films, library staff and patrons were willing participants in "documentary films" portraying the library at work.³

In the absence of a large and elaborately organized club, groups of pupils working more informally may be interested in keeping up a continuous **Movie Preview** featuring coming attractions. On a bulletin board are displayed stills and announcements; and beneath it, connected with the bulletin board with tapes, are the books dramatized, or volumes dealing with the period, the subject or the problems involved.

Movie reporters in one school viewed *Mutiny on the Bounty* critically, reporting to their English class on the story, the

³For the development of these and kindred activities in more detail, see Raymond, Phyllis, and Child, E. D. "The School Library Adopts Movies." *Library Journal* 64:212-14, March 15, 1939.

acting and the photography. During class discussion it was brought out that *Pitcairn Island* and *Men Against the Sea* had been written by the same authors. A checkup one week after disclosed that 70 per cent of the class had read or were reading one of the three titles. A following discussion of sea stories sent the class posthaste to the library for a reading list of such tales.

The possibilities in activities like this are obvious. Each worth-while movie that shows in the local theater may lead to reading. In the library, lists classified under broad topic—Sea Stories, Westerns, Animal Life and Adventure, Home Life, Scientific Biography—as well as steppingstone lists, will be extremely useful. Examples:

AMERICAN LIBRARY ASSOCIATION AND NATIONAL EDUCATION ASSOCIATION JOINT COMMITTEE. By Way of Introduction. A.L.A., 1938.

Roos, J. C. Background Readings for American History. 2d ed., rev. H. W. Wilson, 1939.

——— What Shall We Read Next? A Program of Reading Sequences. Rev. ed. H. W. Wilson, 1940. (Reading for Background series)

SECONDARY EDUCATION BOARD. Boys' Own Lists of Favorite Books. The Board, 1940.

——— Girls' Own Lists of Favorite Books. The Board, 1940.

Librarian and pupils will also find useful the many subject indexes to fiction, biography, travel and the like now available. One thinks here of Eloise Rue's subject indexes to books for the primary and intermediate grades respectively, and of Jeanne Van Nostrand's *Subject Index to High School Fiction*, all published by the A.L.A.; also of Hannah Logasa's *Biography in Collections* (H. W. Wilson Co.), and her *Historical Fiction . . . for Classes in Junior and Senior High Schools* (McKinley Publishing Co.). Among regional lists are *Northwest Books* sponsored by the Inland Empire Council of English (Binfords and Mort, Portland, Oregon), Azile Wofford's *Know the South* (H. W. Wilson Co.), and Hannah Logasa's *Regional United States* (F. W. Faxon Co.).

Documentary films available through local film centers or government agencies should not be overlooked, since they offer excellent springboards for reading and discussion. If their showing is sponsored by the library club, members should be encouraged to compile accompanying bibliographies with the aid and advice of the librarian, should post them, and should assist in exhibiting the books listed.

Photoplay units in English classes approach the moving picture with the seriousness of a course in dramatic criticism. Bibliographies are prepared dealing with all phases of the cinema. Reports are made and discussions follow on the history of the movie industry; the contributions of Ince, Griffith, Sennett and Porter; the influence of Fairbanks in popularizing certain types of pictures; foreign films; the requirements of a good scenario; factors in movie appeal; technical terminology; block-booking; and the effect of American movies on foreign audiences. Other aspects for investigation develop as the work proceeds, and perhaps a scenario is written. Back volumes of magazines and magazine indexes everywhere play important roles, the library functioning all along as a reference center.

A project that has worked successfully in the case of poorer readers, when undertaken in connection with the English curriculum, is called "**Star Parts from Books.**" It is based on the theory that novels not at first appealing to retarded readers become interesting if examined from the point of view of which well-known movie stars might well be cast in the roles of the principal characters. By way of introduction, the class considers famous books which have been successfully dramatized. Then the relative merits of and opportunities for favorite stars in the situations depicted in novels by Dickens, Dumas and others are discussed, and the books are scanned for incidents which young movie fans think would give their stars adequate opportunities to display their talents on the screen.

RADIO

Outside of school, the radio probably surpasses the movie in its demands on the time of boys and girls. And, as has already been suggested, in school its educational aspects are increasingly recognized. It is a means of bringing into the classroom the voices of outside authorities, and of sending from classroom to auditorium or to community the life and activity of the school as interpreted by the pupils themselves.

Interviews formerly conducted on the stage of the auditorium may now be put on over the school's public address system with all the flourish of a New York studio. Perhaps it is the author of *Mrs. Miniver* who is interviewed fictitiously. Two pupils, both of whom have read the book, take the leads. While one acts as interlocutor, the other impersonates the author, answering such questions about her life and work as will be of interest to those who have read the book and now wish to see the film, or vice versa.

Interviews (also fictitious) with visiting celebrities or with historical characters miraculously appearing out of a Rip Van Winkle past may likewise be put on the air after the necessary information has been culled from the history and biography shelves. If reference is made during the broadcast to the sources used, so much the better. Perhaps some other pupil may wish to follow up with a dip into biographical literature.

The Battle of Books is a quiz program in which two teams from the library club or opposing English classes match their knowledge of books by attempting to answer questions provided by club members or classmates. If the "battle" is put on as a school radio program, pupils listening in learn that they may send in questions for the next broadcast. Since making up good questions demands careful reading, the plan has values readily recognized by teachers and librarians. An **Information, Please** panel is a possible modification of this program.

"Lives of great men all remind us" were the opening words of a broadcast in one school which included an original play based on a biography of Queen Victoria, several "minute biographies" (brief book reviews), an interview with a member of the class who had been born and brought up in Palestine, a vocal solo, "Be the Best of Whatever You Are," and three lively talks by pupils who had had an interesting time planning their own biographies for the 1965 edition of *Who's Who*.⁴ (For the *Who's Who* project itself, see p.98-99.)

A Tour of America Via Books may be developed in a variety of ways. One method consists of broadcasts based on books dealing with particular localities: *Java Head*, *My Antonia*, *Let the Hurricane Roar*, etc. The same idea may be used for a series of book-club or auditorium programs, the books being reviewed by pupils.

"Your High School Reporters" is a fifteen minute broadcast to the community presented each week by the pupils of a high school. Without question, the library should be an important source for news items to be featured in these broadcasts. Statistical data showing that the freshmen read more books than the seniors, or that biography runs fiction a close race in popularity, will be of real interest to many people. And the story of how Henry Smith won a state prize with his model airplane constructed from diagrams found in *The Model Plane Annual* is material for a real "feature."

Script writing for radio broadcasts is now a well-established activity of the English class. More than the traditional school "theme," script writing deals with live topics of current interest, the materials for which must frequently be dug out of books, pamphlets and magazines. The technique of such writing must of course be studied; and here again the library often renders first aid.

⁴ Los Angeles City Schools. *Road Maps and Treasure Hunts*. 1940. p.47. (School Publication no.345)

Sometimes a script may be prepared in lieu of a conventional book report. Advanced students, especially, enjoy writing scripts planned to "sell" library books to fellow classmates. From the scripts turned in, the best are sometimes selected for use over the school's own broadcasting system or on community programs. It goes without saying that the stories or incidents chosen should be so dramatized as to lead listeners to read the books in their entirety. To this end, care is taken to announce not only the book from which the script is adapted but other books of like interest which may be found in the library. Julia L. Sauer's *Radio Roads to Reading* (H. W. Wilson Co., 1939) furnishes excellent examples of such scripts.

Listening in on the part of pupils, whether at home or in school, has implications for the library. A good example is what occurs when classes in English are encouraged or required to listen critically to certain programs. Following periods of listening, pupils come to the library to check diction and pronunciation by way of Webster's *Unabridged*, and perhaps to borrow books for follow-up reading.

Community broadcasts by pupils have been mentioned. Where a local station invites high school groups to make such broadcasts, or where the school system sponsors them over its own station, excellent opportunities for featuring library activities develop. Thus, a **reference broadcast** sets forth unusual questions that have come to the librarian's desk; or a **quiz program** features questions derived by pupils from books like Kane's *Famous First Facts*. As far as possible, scripts should be prepared by the pupils themselves, but of course with the advice and assistance of the library and English staffs. Incidentally, no better method of clinching instruction given by the librarian in the use of reference books has been invented.

A typical day in the library is another fertile field for the high school script writer desirous of interesting the folks at home, a considerable number of whom will be vastly surprised at

what goes on in an institution many of them know little about. Marie D. Loizeaux's volume on *The Library on the Air* (H. W. Wilson Co., 1940) contains scripts that will be useful here.

Radio reporters. In an article on libraries and broadcasting (*Wilson Library Bulletin* 18:226-27ff., November, 1943) the Director of Education of the Columbia Broadcasting System suggests that public librarians organize a corps of volunteer radio listeners to report critically on worth-while programs which may and should have repercussions in the library in the way of demands for related or follow-up reading material. Working in cooperation with such a group, the busy librarian, unable herself to listen to all programs, should receive valuable clues as to what books to feature, and when.

Although the article in question does not mention it, there seems to be no reason why some of the volunteers should not be serious-minded high school pupils reporting on programs of special interest to young people.

In the school itself, a similar group of volunteers may report to their own librarian on topics introduced by radio that they think are worth a follow-up in the library. If the "radio reporters" happen to be members of the library club, they may be helped through discussion at club meetings to develop a critical attitude towards long-drawn-out "womens' programs" and "soap opera." The club may also undertake to publicize better radio drama by posting announcements on the bulletin board.

All "listeners" reports to the librarian concerning programs they wish to recommend should be in writing. A mimeographed form may be desirable if reports are numerous. Such a form should provide space for the subject covered, the title of the broadcast and the name of the broadcaster or sponsoring organization, the time and location on the dial, announcements of future broadcasts, and a critical evaluation suggesting why the program is of interest to young people.

Since a number of broadcasts like "The Chicago Round Table" and "Town Meeting of the Air" issue printed bulletins

covering their programs and listing titles for reading, it will be desirable for the library to subscribe for the bulletins.

Recordings of radio programs may, of course, be used in many ways to stimulate reading. A beautiful rendering of one of Stephen Vincent Benét's patriotic or war poems introduces a unit on *John Brown's Body*. Or a transcription of *A Ballad for Americans*, with Paul Robeson as soloist, may start a group off on varied reading projects: books dealing sympathetically with immigrants in relation to the American tradition, with racial groups, and with the lives of naturalized Americans.

Recorded story hours are useful when the librarian is too busy to spend much time in storytelling or when she has no particular talent in that direction. Groups of younger pupils coming in for their weekly "library hour" gather about the phonograph to listen to the best of stories as told by the best of storytellers and follow up their listening by examining books and pictures and perhaps borrowing the former for home consumption.

FORUM AND PANEL

Closely connected with listening is discussion. And so in the school we find radio and film forums elbowing other more conventional activities for a place in the school sun, and sometimes for a place in community enterprises where fathers and mothers join with boys and girls in seeing, listening and discussing.

Film forums (see further, DOCUMENTARY FILMS, p.22) have been experimented with by public libraries and are being emphasized in some of the newer treatises on educational method. The technique consists of showing a motion picture which serves as the topic for subsequent group discussion. Reading and study following the film session are encouraged by exhibits of books and other reading materials, and in the school, by brief introductions to books given by pupils.

In connection with school forums it should be remembered that among the many educational films now available are a number of excellent reels depicting the work of the public library, the processes involved in making and binding books (see list in first ACTIVITY BOOK, p.197-98), and the use of library tools, all of which offer opportunities for increasing pupil knowledge of a social institution often overlooked, and its services. The tie-up with social studies is obvious.

Library forums, or "conversation groups," are increasingly suggested for high school libraries. Such forums may meet in the library classroom, or in the main room at times when it is not in use by the general student body. Pupil committees decide on the topics to be discussed, usually such as are of current interest, introduce them to the group at least a week in advance, and cooperate with the librarian in making available pamphlets, periodicals and books. This last is extremely important, since discussion based on preconceived notions or personal opinion rather than on accurate information has little value.

It is likewise important that much publicity be given to the recommended reading materials. This may be accomplished through bulletin board announcements, bibliographies posted in convenient spots or distributed previous to the forum session, and displays or bulletins in the library itself. Also, the forum leader may on occasion make verbal recommendations. If he is a good salesman, the library may expect a run on its pamphlet file or display shelves.

If discussion groups or forums are planned in connection with radio listening groups ("Town Meeting of the Air," for example) the printed bulletins issued by the broadcasting agency should, of course, be made available.

Faculty members have much to contribute to the library forum in the way of reviewing books in their fields of specialization or related to their hobbies, in the opening up of fields of discussion by delivering brief talks and suggesting sources of information.

Two helpful articles for the librarian dealing with the forum are:

CHANCELLOR, JOHN. "Public Library Discussion Meetings." A.L.A. Bulletin 36:24-33, January, 1942.

KENNON, SUDIE. "Student Forums and the [School] Library." Educational Method 19:188-92, December, 1939.

Among modifications of the forum are the following:

Discussion groups, impromptu or classroom convened. In a library where free reading periods are scheduled, discussions conducted much like a forum may occupy one or more periods per week; and the same is, of course, true of classrooms where informal discussion is rapidly taking the place of formal debates or reports. In the library, jumping-off points are provided by bulletin board displays, magazine articles or books read by pupils. In the classroom it is the development of some unit of work within the curriculum which leads to the discussion.

A Book Convention is a discussion device bringing together as delegates younger pupils who have read books about various countries. Each delegate reports on his particular country—its manners, customs, resources, government, contributions to culture and relations with the United States. Discussions follow the reports.

Panel discussions differ from forums in that a selected group, seated at the front of the room and usually grouped informally about a table, opens the program by discussing among themselves the topic announced for the occasion. Since the essence of free discussion is that it should not be formally directed, the function of the chairman is not so much to steer as to keep the conversational ball rolling within the bounds of the subject field. At the conclusion of the panel discussion, or as it goes on, if that seems a better procedure, questions from the audience are welcomed and threshed over to the extent that time permits.

Since panel discussion is a method applicable to practically any field where there are points at issue, or where it is desirable to convey information, it is both unnecessary and impracticable to indicate here what all those fields are. It will suffice to outline a single panel discussion which should at some time or other be seized upon by every school library as a rare opportunity for publicity.

A commencement panel dealing with the library. It is the custom in many schools to take advantage of commencement to demonstrate the work of important departments—health, guidance, shop, home economics—the aim being to lead parents, friends and pupils to evaluate the contributions of these varying departments to the education of the pupil.

In one school, the department chosen was the library, the theme for development by a panel of seniors being “The Significance of the Library in Education.”

In preparation for the event, members of the panel met a number of times with their school librarian, who directed their thinking, but not their conclusions, along such lines as: What is education? What is the significance of reading in the education of the individual? In the preservation and operation of democracy? How do school libraries and public libraries function to promote the educational process? What does the library offer the graduate who wishes to continue his education?

Preliminary consideration of these questions led to wide reading and to a keen understanding on the part of the seniors of many points in connection with reading and library service which previously they either had not thought of or had taken for granted. No speeches were prepared, but each student was encouraged to express informally his lines of thought and his conclusions.

The printed program carried not only an announcement of the theme for the evening but a paragraph summarizing the thesis on which the discussion was to be developed. To give point and cohesion to the discussion, it was limited to three

main questions: What is education? What is the library's part in education? What opportunities does the library offer the graduate for continuing self-directed education?

On commencement night the stage revealed the members of the panel seated in a semicircle about the chairman (a local librarian), who set the ball rolling by a brief exposition of the topic. Immediately, someone in the panel took up the theme, and from that point on the ball of conversation was tossed back and forth informally and without interference from the chairman except when it appeared to be going out of bounds. After fifteen minutes a halt was called and the chairman summarized the points covered, thus ending the feature event of one commencement.

Such a program has much to recommend it. In the first place, it helps pupils leaving school to grasp the significance of reading and of the effective use of library materials as means of continuing their education. Beyond this, it emphasizes the opportunities offered by the public library now that school days are over and provides needed publicity and encouragement for the support of libraries by those who are soon to be taxpayers. It is also a means of interpreting libraries to the audience. Finally, it is in itself a demonstration of how reading and the use of library resources contribute to the understanding of a subject and to ability to discuss it profitably.

VISUAL-SENSORY ACTIVITIES

School excursions and field trips. To some it may seem out of place to close a chapter devoted to the audio-visual with a paragraph on the library's relation to excursions and field trips. But since the educator is inclined to extend the audio-visual area to cover visual-sensory learning, we can do no better than to follow suit.

Chiefly, the library plays its part by preparing pupils to get the most out of each experience. This preparation usually takes the form of "reading up" on the manufacturing enterprise, the institution, the objects, or the geographic area to be observed, and it may involve the preparation by pupil committee, teacher

and librarian of a list of readings—recommended on the part of pupils because they themselves have perused the titles listed and have found them to be to the point and understandable. It is sometimes suggested that pupils should be further encouraged to *collect* during the trip printed information, such as publicity leaflets, for filing in the library. But for practical reasons, this latter activity should probably be suggested with considerable caution. In the first place, pupil judgment as to what is suitable for the library file cannot be depended upon. Secondly, the organizations or institutions visited should not be subjected to the demands of thirty or forty pupils when a single request from librarian or teacher will provide the two or three pieces of literature desired for future library use.

BIBLIOGRAPHY

AUDIO-VISUAL MATERIALS—GENERAL LISTS

Comprehensive bibliographies covering all aspects of audio-visual materials in relation to education and to libraries are to be found in the *Forty-second Yearbook*, Part II, 1943, of the National Society for the Study of Education, p.176-218, published by the Department of Education, University of Chicago; and in Zaidee Brown's *Short Cuts to Information*, 1943, p.115-20, published by the H. W. Wilson Company as a reprint of the compiler's *Library Key*. *Short Cuts* is a frequently revised and inexpensive tool which should be secured if not already at hand. What appears below is a *selected* list of titles, drawn for the most part from Miss Brown's more extensive bibliography.

FILMS

Use and Production

- BELL, R., and others. Motion Pictures in a Modern Curriculum. American Council on Education, 1941.
- BROOKER, F. E., and HERRINGTON, E. H. Students Make Motion Pictures. American Council on Education, 1941.
- CHILD, E. D., and FINCH, H. R. Producing School Movies. National Council of Teachers of English, 1941.

LOSEY, MARY. "Movies and the School Library." In Columbia University School of Library Service. "Papers Presented at a Conference on School Library Service," June 28-July 3, 1939. p.62-69. (Mimeographed)

Sources and Evaluation

AMERICAN COUNCIL ON EDUCATION. Selected Educational Motion Pictures; a Descriptive Encyclopedia. The Council, 1942.

AMERICAN FILM CENTER (45 Rockefeller Plaza, New York, N.Y.) Information on educational films. Also publishes a monthly *Film News*.

Educational Film Catalog. Rev. ed. H. W. Wilson, 1943.

Educational Screen. 1000 and One; the Blue Book of Non-theatrical Films. (An annual published by the *Educational Screen*, 64 E. Lake St., Chicago, Ill., which is the organ of the Department of Visual Education of the National Education Association.)

RADIO

Scripts, Plays and Recordings

AMERICAN COUNCIL ON EDUCATION. RECORDINGS DIVISION (152 W. 42d St., New York, N.Y.).

Publishes a catalog and sells recordings.

ASSOCIATION OF JUNIOR LEAGUES OF AMERICA. Script Library. The Association, Waldorf Astoria Hotel, New York, N.Y. (Scripts for rental.)

Current juveniles recast in dramatic form for presentation on the air.

LOIZEAUX, M. D. Library on the Air. H. W. Wilson, 1940.

Scripts presenting public library services, some about books, and a few interviews with authors.

MORRIS, J. M. Radio Workshop Plays. Rev. and enl. H. W. Wilson, 1940.

SAUER, J. A. Radio Roads to Reading; Library Book Talks Broadcast to Boys and Girls. H. W. Wilson, 1939.

Mostly for fifth and sixth grades, but some for seventh to eleventh grades.

THORNE, SYLVIA, and GLEASON, M. N. Pied Piper Broadcasts. H. W. Wilson, 1943.

Children's favorite fairy tales made into scripts.

WATSON, K. W. Once Upon a Time. H. W. Wilson, 1941.

Twenty-six stories retold in script form for broadcasting.

Aids in Broadcasting

ASSOCIATION OF JUNIOR LEAGUES OF AMERICA. Radio, Your Station and You. The Association, Waldorf Astoria Hotel, New York, N.Y., 1942.

Guide useful in planning and producing local programs for children or community.

NATIONAL ASSOCIATION OF BROADCASTERS. How To Use Radio in the Classroom. The Association, 1626 K St., N.W., Washington, D.C. (Gratis. To be reprinted. Other pamphlets also available.)

NOTE: The Columbia, Mutual, and National networks all publish useful aids. Send for them.

CHAPTER II

EXPERIENCES IN DEMOCRATIC LIVING

The stage for this chapter is set by three paragraphs from an educational source picturing the library as in itself an activity demonstrating democracy.

The school library can obviously do much to teach democracy through typical displays of books, pamphlets, pictures and other such material.

But the library can do most to implement democracy by so organizing its mechanics and so institutionalizing its procedures as to make library activity an experience in the procedures and ways of democracy. It can encourage discussion, can build its activity program on a basis of joint responsibility, and can exert itself to serve for the privilege of all. And it can do all this in a spirit of permissive freedom from the restraint of over-control.

The principle that does deserve emphasis is that the library activity offers in its set-up and in its processes great opportunities for permitting pupils to undertake the responsibilities of working together for some common purpose. Students can learn to share books, to join in enterprises, to go about their own business, to cherish public property without police supervision, to take an interest in working for an institution, to get the satisfaction of making contributions and other activities of the democratic way of living, through the opportunities afforded by the secondary school library.¹

Pupil self-government in the library was discussed in the first **ACTIVITY BOOK**, as were the organizations through which it functions: the independent student library board, committee

¹New Jersey Secondary School Teachers Association. *The Library as a School Function and Activity*. The Association, 1940. p.52-54.

or council elected by the school at large; the board or committee operating under the authority of the over-all student council or pupil self-government board. Paralleling these, and sometimes functioning in their place, are library clubs, squads, and committees, also described at length in the first **ACTIVITY BOOK**, together with a large group of enterprises in which such groups may engage. Without repeating, let us now add briefly to the list.

Library handbooks. There is nothing particularly new about the idea of a handbook issued to students as an introduction to the library and guide to its use, though such booklets have more frequently appeared in colleges than in secondary schools. However, a few high school groups working with their librarian have produced their own clever and sometimes rather extensive manuals, usually issued in mimeographed form, attractively illustrated with simple line drawings, graphs, cartoons or stick figures, and enlivened here and there with bits of nonsense verse.

"Pointers on the Library," "May We Show you Around?" and "Mr. Freshman Explores the Library" are examples of appropriate titles lettered on a cover which is perhaps further embellished with a replica of the wide-open library doors.²

A floor plan follows, indicating the location of important tools and classes of books, or there is a mere outline, awaiting completion by pupils making their first library visit and getting acquainted with its geography. Next may come clock faces showing library hours, a reproduction of a "library permit," and a few paragraphs explaining attendance regulations. How to find a book, and how to borrow it when found, are next explained and illustrated, and cartoons appear, indicating what happens during the after-school rush or the next morning if materials borrowed are not returned. Reserves and lost books are treated likewise, and special collec-

² For an outstanding example of lively style consult Head, Gay. *Hi There High School*, an inexpensive pamphlet sold by the Scholastic Book Shop, 220 E. 42d St., New York, N.Y.

tions, such as pamphlets, visual aids, college catalogs and other guidance materials, are noted.

Advice on how to tackle reference problems may follow, with emphasis on basic aids, such as encyclopedias, periodical indexes, and a few much-used special reference volumes. In line with the tone of the entire book, which is that of cordial friendliness, opportunities for leisure reading are stressed. At the end, the setup and work of the library club or committee is outlined, with qualifications for membership given and perhaps an application form to be used in case a pupil wishes to join. (N.B. Some librarians find that the filling out of a formal application blank is not only desirable from the point of view of the information furnished, but also as a useful guidance activity. It is important that pupils should know how to apply for a job, giving references and qualifications.)

Handbooks less comprehensive than those suggested should probably be experimented with before undertaking so extended a project. Thus a sophomore group, having completed a unit of instruction on *Readers' Guide*, may undertake to write up procedure for the benefit of the freshmen.

Incidentally, simple activities approximating the handbook idea may be carried on in grades below the high school. Two bookworms illustrate the text of "Instructions on How to Use the Card Catalog" produced by one elementary school group.

A library news bulletin issued cooperatively by librarian and library committee is not unrelated to the handbook idea. In this case, pupils prepare and arrange for mimeographing items of significance to patrons of the library: a chart comparing the number of books withdrawn by various classes for home use; Book Week plans; attendance statistics segregated by period to show when overcrowding occurs; notes covering oncoming or past exhibits; a score card recording the fines of class or home-room groups; announcements from the public library; new books received; gifts; "Famous Firsts" in the library, i.e., personal mention of pupils who have been prompt

BOOKS 'N THINGS

October 1942

Vol. 1 No. 1

BOOKS TAKEN OUT DURING THE FIRST PERIOD

	0-99%	100%	200%	300%
FROSH	*****			
A	*****			
B	*****			
C	*****			
D	*****			
E	*****	*****		
F	*****			
SOPHS	*****			
A	*****			
B	*****			
C	*****			
D	*****			
E	*****			
JRS.	*****			
A	*****			
B	*****			
C	*****	*****		
D	*****	*****		
E	*****			
SRS.	*****			
A	*****			
B	*****			
C	*****			
D	*****			
E	*****	*****		
TOTAL	*****			

CHART EXPLAINED

Each asterisk (star, to you) indicates 10%. In higher mathematics, therefore, ten stars equals 100%. In other words, 100% means that, on the average, every student in the class took out one book from the library. Hats off (if you are in the habit of using one) to FROSH"E" for 364%.

While the FROSH do merit individual honors, do you realize that the SENIORS as a group have the highest percentage and that each Senior class has 100% or better? Nice going, SENIORS; lead the way here also!

We will give the SOPHOMORES another chance to make good before we "haul them over the coals".

CATHOLIC BOOK WEEK

As last year, so this year also the first week of November has been set aside as Catholic Book Week. Throughout the entire nation attempts are being made by our Catholic leaders to increase the circulation of good books. We admit, of course, that there are a number of good books written by non-Catholics; we also admit that not all books by Catholics are by the very fact good books. Still, why not prefer ours to others?

% of LIBRARY \$ PAID

	FROSH %	SOPHS %	JRS. %	SRS. %
A -	72	77	80	68
B -	88	69	63	53
C -	77	57	85	46
D -	81	72	66	55
E -	64	72	61	39
F -	63	—	—	—
ALL	74	69	71	52
SCHOOL TOTAL - 66%				

WHAT'S YOUR SCORE?

Do you

- 1-Return reference books to their proper shelves?
- 2-Respect your neighbor's rights & keep quiet?
- 3-Respect library property?
- 4-Fix chairs when leaving?
- 5-Use common sense in handling heavy and expensive books? Carry them around?
- 6-Really study in the library or just kill time?
- 7-Use the waste basket, or..?
- 8-Still use "Picture Books"?
- 9-Specialize in fiction books?
- 10-Do you return your Library Permit to the teacher before the end of class?

P.S. If you score a ten, tell it to.... R. Martin and D. Wetzel, compilers of the above list. (But you should not score a ten.)

LIBRARY CARDS & LIBRARY \$

The

connection is, most probably, clear to all of you. To make sure the lowly Freshies and the wise Sophs know what it is all about, may we remind you that only those are to receive library cards and to have the privilege of taking out books who have paid their one dollar library fee.

"I paid mine. Where is the card?"

"Okay, wise guy! We must admit we are late in distributing them, but did you know we ordered them a month ago, and received them only last Saturday? So, don't worry, old palsy-walsy; you will get yours about Wednesday IF (\$)...."

("And don't loan yours to anyone else, for we just DE-light in confiscating things".

N.B. The above statistics are based on what had been paid up to a week ago last Friday. Maybe you paid yours in the meantime.

LIBRARY PERMIT STATISTICS FOR FIRST 6-WEEK PERIOD

8:45 to 9:30 - 28
9:30 to 10:15 -175
10:15 to 11:00 -379
11:00 to 11:45 -543
11:45 to 12:30 - 22
12:15 to 1:00 -441
1:00 to 1:45 -552
1:45 to 2:30 - 11

P.S. Maybe some of the permits have not been returned.

("First to pay his fine Monday morning, and we hope not the last," or "First to sign up for the historical novel guessing contest").

In general, such a bulletin should be chatty and at times humorous, but it should aim at getting over to the student body facts about the library which will encourage its use and help to make the wheels run smoothly. On pages 38 and 39 are replicas taken from a bulletin issued by the Purcell High School Library, Cincinnati, Ohio.

A newspaper project develops the idea of reporting in a way to stimulate reading. The group carrying out this enterprise makes use of the following definition: "News is anything which interests a large part of the community and which has never been brought to their attention." Boys and girls who take part in the project are listed as reporters, special correspondents and the like, while the librarian acts as editor. "Cub Reporters Assignments" are lists of books for first reading by the Cubs. The completion of six titles qualifies for Special Correspondent—one who, with the help of the librarian, makes up a reading list in a particular field of interest, reads the books and reports on them at a Press Conference presided over by the Editor. Once a month a Star Reporter is chosen to write a signed article for a monthly newspaper (published by the children's room of the public library, or by the school or local newspaper). Each reporter's "press card" is checked to indicate his reading record. (For further details see Yates, Y. D. "The Newspaper Game." *Wilson Bulletin* 13:669-70, June, 1939.)

The Library Gazette is the title of a publication in another school which features advice on hobbies, on vocations, and on leisure-time activities.

Want ads appearing in the school paper or on typed slips deposited in a box beneath a poster enlist pupils in projects of cooperative citizenship. If Dick Smith seems to have dis-

appeared with his family, and with a library book, from the address given in the school office, an ad may read:

Wanted: Someone who knows where Dick Smith, formerly a pupil in this school, now lives. Please tell us his address and ask him to bring or mail back the copy of *Captains Courageous* charged to him.

Or suppose the library could make use of Mexican souvenirs in connection with an exhibit of books on Mexico. A want ad, signed by the exhibit committee, makes that fact known.

Again, a new book which isn't going very well in spite of its outstanding value may be introduced to the school via the want ad column:

Wanted: A boy or a girl to read and report on _____ for the library column of the *Inkspot High News* (or for the library file of books recommended by juniors).

The responses to such ads, and they are pretty sure to bring responses, is a happy indication of the good citizenship and spirit of helpfulness which the library likes to point to as part of its contribution to the social consciousness of the school.

Faculty activities. Sometimes faculty, as well as pupils, profit by an informal introduction to the library. So, in the news bulletin illustrated on p.38, one issue was a faculty number given over to items of significance to the instructional force. And while a faculty "activity" may be a daring venture, it has been successfully tried. According to an article in the *Library Journal* 67:278-79, April 1, 1942, a faculty party with appropriate library quizzes and stunts has possibilities—not only for getting acquainted personally, but for introducing library procedures and tools to instructors who may not be very library-conscious.

"We, the books of the library" issue the invitations. Arriving faculty members are decorated with call numbers (by

which their companions are expected to address them) indicating their subject specialties. Programs and favors are combined in a small booklet bearing the teacher's call number. Each booklet contains not only an abbreviated Decimal Classification but a few reference questions designed to bring out important features of particular reference books the titles of which are given in an accompanying annotated bibliography. One of the features of the party is a "Comedy of Errors": episodes which offer an interchange of faculty-library grievances.

The idea behind this party has possibilities for indefinite variation, including quiz bees in which the guests are given limited time to find the answers in library books, and a shelving game in which the teachers arrange themselves by call number. Many of the library games suggested elsewhere for use in giving instruction to pupils can obviously be adapted for the occasion.

Professional projects of faculty members are often participated in by the library to the mutual advantage of teachers and librarian. "Naturally," says a recent educational publication, "teachers . . . turn to the school library for assistance in their professional advance, just as physicians will turn to the hospital library or lawyers to the library of a law institute."

What probably comes to mind first in this connection is cooperation in graduate projects: either graduate studies pertaining to reading or the library, or those in other fields where the bibliographic knowledge of the librarian, if not her immediate library resources, may prove invaluable in identifying and making available to the faculty member unexpected sources of information. The librarian and the teacher may also work together on techniques involved in citation, footnotes, indexing, and the like.

The maintenance of a **faculty reading alcove** is extremely worth while. The librarian helps in the selection of books and periodicals and calls attention to reading matter of social,

cultural or literary importance, and perhaps cooperates in the management of a teachers' rental library or faculty book club. She also acts as liaison agent in securing from the public library books required for professional purposes, and throughout profits by contact with educational materials and the opinions expressed about them.

In connection with curriculum studies or curriculum revision the library can, and should, help by working with teachers on background lists and references, and by making available for teacher use indispensable literature on curriculum revision. It will be borrowed, most likely, from an outside source like the public or university library, but will be at hand when needed by teacher committees.

Since teachers, like pupils, ride hobbies, the library should also be happy to function as far as possible in faculty hobbies by directing attention to appropriate literature, and by displays. On the other side, a faculty hobbyist reciprocates by suggesting or reviewing books worthy of a place on the library shelves.

Humorous verse. Turning back from this excursion into the ways in which libraries stimulate and participate in faculty projects, let us resume consideration of instructional projects in which pupils are more specifically concerned. Here humor frequently accomplishes more than lectures or formal instruction. Consequently, it would be a blunder to pass by without mention the usefulness of nonsense verse in calling attention to library etiquette and citizenship. Appearing below is an original rhyme typical of what may be developed by pupils themselves. Needless to say, it comes from a school having a bulldog mascot, which is featured in an amusing drawing accompanying the verse, the *tout ensemble* being used to decorate bookmarks emanating from the library:

A LIBRARY RIME

The Bulldog speaks; his voice is gruff;
"Now mark my words and do your stuff!
Don't spoil my books with dirty hands,

Nor ruin them with rubber bands!
Don't mark them up with line and dot,
Nor spoil their looks with inky blot
To keep your place." Just see him frown,
"YOU MUST NOT TURN THE CORNERS DOWN."
The Bulldog speaks; his voice is gruff:
"I'LL MARK YOUR PLACE QUITE WELL ENOUGH!"³

As a footnote to the above it should be added that similar rhymes may be made into posters or developed as a series for reproduction in the school paper.

Library habits good and bad have come in for attention one way and another on the part of pupils, as the following projects indicate:

Reading positions and posture. In connection with a school health campaign it became the job of one library club to make a study of the habits of its own members when perusing printed material. "What is your own natural reading position?" was the first question posed, followed by, "In what position can you read longest without getting tired?" and "In what position can you accomplish most?" Club members began to keep tab on themselves and on others, even taking snapshots of people engaged in reading, the pictures being exhibited in the library under appropriate captions. The discussions engendered dealt significantly with good and bad reading habits and spilled over naturally into problems of lighting and the fitting up of home reading corners.

"**Meet Mrs. Post**" is an enterprise with a double purpose: to encourage the perusal of literature on etiquette and to provide pointers on library manners. Members of the art department create cartoons headed, "Are You Guilty?" They show girls powdering their noses and applying lipstick at library tables—also eating candy and attaching wads of gum to the aprons of the tables. Boys are shown with their feet on chairs or

³ Los Angeles City Schools. *Road Maps and Treasure Hunts*. 1940. p.29. (School Publication no.345)

slouching with elbows outspread at crowded tables. Other undesirable library attitudes and activities may be added. A series of cartoons may be run—one a week—with, of course, accompanying displays of books on high school etiquette.

Be Kind to Books Week is celebrated in at least one school library. It is a project which may well be sponsored by a library club. Posters are prepared dealing with desirable and undesirable practice. (See further, p.43-47.) These are displayed about the building and in the library, along with printed cartoons and posters sold or given away by various firms ("Safety Can be Fun for Books Too" from Stokes; "The Goops" from the Demco Printing Company; "Your Library and Some Folks You Don't Want in It" from H. W. Wilson Company). Bookmarks of colored paper lettered with "Be Kind to Books" are also prepared to be given to borrowers at the desk. An exhibit or an auditorium program showing the processes through which a damaged book must go before its return to the shelves (see below, **THE MAKING OF A BOOK**) is valuable, as well as a demonstration of book washing and mending. Instructions for the mending of volumes in pupils' home libraries may accompany the exhibit.

If the **Be Kind to Books** project coincides with Parent's Night or Open House, attention may be called to articles like Fanny Scannell's "To Buy More Books" in the *American Home*, April, 1939, and to Millicent J. Taylor's "Journeys in Juveniles" in the *Christian Science Monitor*, November 16, 1940. The play, "Missing Pages" from Edith M. Phelps' *Book and Library Plays*, or an original play dealing with the misuse of books, may be given. And of course the reporter for the school paper will be invited to write an appropriate feature article.

The Making of a Book is an auditorium demonstration tending to emphasize the money value of books and the craftsmanship involved in their making. On the stage, a giant sheet is folded

to show how a signature (of a book) is formed, how a book is sewn, how it is placed in the cover and secured there. Pupils seeing the demonstration will better understand why folding the covers back breaks stitches and loosens pages. The demonstration may be accompanied by charts or a talk by a pupil telling how much certain books cost. As a follow-up, oral and written themes may enlarge upon topics suggested by the program.

Membership in the library club having been often mentioned, it seems appropriate to set down here the way one junior high school acquires club members. Since pupils joining are expected to assist competently in certain clerical and mechanical routines of the library, it was decided that active membership should hinge on demonstrated ability to carry out these processes with skill and accuracy. Candidates must therefore:

Learn to shelve 100 books correctly

Learn to slip 50 books correctly

File 3 times correctly

"Read" 20 nonfiction shelves satisfactorily

"Read" 20 fiction shelves satisfactorily

When these initial tests have been passed, and candidates have thus qualified as club members or "citizens," they are allowed to attend club meetings—and to go on working. Competence and further experience as "citizen" workers lead to positions representing an ascending scale of responsibility. They may become successively "mayors," "governors," "congressmen." A definite schedule of services and points awarded (up to twelve hundred) brings recognition in the form of a gold pin.

In line with such approaches to citizenship and social responsibility in the junior high may come an extension of responsibility in the senior high through **Student leader conferences** in which pupils meet in the public library to discuss their use of and relationship to that institution. (See p.51-52.)

An Interlibrary League has been successfully used as a means of keeping pupils interested in committee and club work. As a starter, the library committee of X school invites a similar group in Y school (or in several outside schools) to visit the X library. A brief program is arranged, refreshments are served, and the various groups mingle to discuss plans and activities employed in the participating schools to further interest in and use of the library. The host group is, of course, proud to tell about its own activities and to exhibit its library, while the visitors inevitably pick up new ideas and contribute others. Out of this first meeting grows the League, a simple organization designed to promote other visits and occasional meetings to discuss mutual interests.

Librarians, as well as pupils, profit from these visits and discussions, offering, as they do, excellent opportunities for informal conference and the exchange of ideas.

"Friends of the School Library" is an informal pupil group organized to stimulate classes and clubs to make gifts to the library and to promote other forms of cooperation. The habit of giving is encouraged by publicizing the ways in which the library may be *befriended*. Methods of stimulation include: bookmarks listing "Gifts from the Juniors" (or others); a penny box in which funds are collected for the purchase of special volumes. As a rule the gifts encouraged should be special items the purchase of which from regular library funds might be out of the question: sets of art reproductions; special illustrated editions; volumes for which the demand has been stimulated by a sudden club activity not likely to persist. To allow or encourage the use of student funds as a substitute for a regular budget appropriation on the part of the Board of Education is to make of the library a charity.

Pupil liaison officers or contact committees appointed from social-living or other classes to further and, to a large extent, to administer library-classroom enterprises, have been found most acceptable.

Pupils chosen to fulfill this function for a class must be distinguished for scholarship as well as for citizenship and a willingness to help. Scholarship is required because the liaison officer must be able to grasp, interpret, and sometimes foresee what the teacher or the class is planning and what demands the plan will make on the library. Additionally, he must be willing to spend much time in the library learning its visual and other resources, conferring with the librarian and carrying out lending routines when materials are transferred from the library to the classroom and vice versa. He is more than the class librarian, being instead a liaison officer in a very real sense—one who thinks ahead and works ahead while slower classmates are perhaps struggling with routine assignments and classroom drill.

Among specific duties performed by such an officer may be the identification and selection of large rolled maps and charts (and their transportation to the classroom); the selection, with the help of the librarian, of pictures from library files, of printed materials from shelves and pamphlet boxes, and any other items which may be useful in implementing class projects. Also with the help of the librarian, he may prepare lists of such items and see to their proper recording in the charging file. He may also arrange for the use of the library classroom, the motion-picture and transcription machines if there are such, and the circulation to the classroom of sets of slides, films, hand dictionaries, periodicals or other wanted teaching aids. However, it is better to start with no set list of duties, but rather to let them develop as the occasion, the teacher, the class or the ability of the liaison officer suggest.

THE SCHOOL LIBRARY STEPS OUT

The school library has already "stepped out" in these pages if by that is understood its activities in connection with radio, moving pictures and a number of other enterprises described in foregoing chapters.

But in the present chapter we have especially in mind pupil projects which depend upon cooperation with agencies outside the walls, or activities with program or "special occasion" implications, the primary objectives of which are to extend knowledge of books, the library and its ways to those in school and out who should know more about these matters.

PUBLIC LIBRARY CONTACTS

Pupil aides in the public library. Among all the outside agencies with which the school has contacts, none is more important than the public library. In fact, the two have so much in common that joint activities come about naturally, no matter whether there is any administrative connection between the two or not. However, in the past the tendency has rather generally been for the public library to be on the giving end, with the school pupil on the receiving end. This was in many ways unfortunate, since it did not foster, especially among advanced pupils, any feeling of responsibility for or proprietorship in a tax-supported institution which they patronized with little thought and sometimes used with scant care. Consequently it is interesting to discover how in certain localities activities have been started that give promise of counteracting such situations.

Not a little impetus has been given to this movement by conditions growing out of World War II with its shortages in library personnel and its demands for pupil participation through the Victory Corps in varied and worth-while projects having social implications. In this situation, high school pupils found themselves volunteering for such helpful work in the public library as sorting magazines, helping at the loan desk, and assisting with physical arrangements and discipline during story hours. In rural communities, the bookmobile on its Saturday and vacation trips offered another opportunity for helpful service.

There is no reason why the good work thus initiated during an emergency may not be carried over, especially in smaller communities or branch library neighborhoods, into permanent and well-supervised activities on the part of school library clubs or committees. Boys and girls who, through their school experiences, have developed insight and some skill in handling library routines may well extend that experience, not necessarily for pay but as volunteers interested in civic service and/or prevocational experience.

Such projects will undoubtedly be given impetus and continuity if in some way they are related to the school activity program—preferably as an extension of experience acquired in the first instance through participation in the work of a library club or committee in the school. Retaining their membership in the school organization, pupils report back, explaining their new duties and enlarging upon the far-flung program of the public library as they observe it from the inside. Their reports can also be helpful in making clear to others the varied vocational opportunities library work presents to the socially minded—work with the public, scholarly work behind the scenes, or administrative activity.

The public librarian also reports back to the school, indicating to the proper authorities those among her volunteer helpers whose work should receive recognition in connection with the honor roll or whose abilities suggest they might do well to fix upon library work as a vocation. Regularity in

keeping appointments and consistency in carrying through scheduled duties should be emphasized in all cases, not only because the public library cannot afford to waste time on irresponsible workers, but equally because the development of a sense of responsibility is one of the most valuable by-products of any student enterprise.

Young people's rooms in public libraries are widely patronized by secondary school pupils and offer opportunities, as do children's rooms, for many projects jointly arranged, such as poetry clubs creative in intent, reading clubs and the like. As an example of what may be done along quite different lines, note the following, remembering that a similar peacetime activity might just as easily be developed:

The young people's room of the M— Public Library, in co-operation with community youth groups, sponsored a "Youth Goes to War" exhibit in the spring. Representatives from twenty of the city high schools helped plan the exhibit, which was built around the High School Victory Corps program. Each day of the exhibit was sponsored by a special school with representatives on hand to act as hosts. A number of the schools cooperating had stories about the exhibit in their high school papers. Students of the various schools of the city signed a large red, white, and blue guest book, and the school with the largest number of signers in proportion to its enrollment won the privilege of selecting ten books to be placed in the young people's collection and to be marked with a special bookplate.¹

Student leader conferences. These have been inaugurated in at least one county library—and it is to be hoped, elsewhere. Students, teachers and librarians from each high school in the county come together to exchange ideas and consider and evaluate library practices—and perhaps reciprocally, student practices. Usually some person outstanding in the field of librarianship takes part in the presentation of problems and in their discussion. To add to interest and personal acquaintanceship, each meeting has its social side.

¹ A.L.A. *Bulletin* 37:435, November, 1943.

This is an activity which most certainly erects for librarians everywhere a "Stop, Look, and Listen" sign. For the school leaders of today will be the community leaders of tomorrow, with not a little of the fate of the public library in their hands.

We have been dealing chiefly with activities appropriate for the secondary school. But the elementary school should certainly not be overlooked when it comes to the carryover of activities from school to public library.

Children in book costumes have perhaps appeared on an auditorium program in the school. Why should they not later visit the children's room in the public library? In one community they did. While in the library they answered questions about the book characters they represented and otherwise worked to stir interest in reading.

In another community, pupils from the third and sixth grades competed in a costume contest held at the public library during Book Week. Each afternoon a third grader and a sixth grader appeared in costume prepared to answer questions about themselves as book characters. Competitors were judged on the basis of their knowledge of the books involved as well as upon the authenticity of their costumes.

Activities such as these are mentioned not for their originality but because they are indicative of the tie-ups which should exist between the elementary school and the children's room if the library habit is to carry over. Library plays and dramatizations of stories first worked out in the school may equally well be repeated in the public library auditorium or story room, and so may other enterprises.

Another very practical activity for younger or older groups is the **preparation of floor plans** of the public library or of its reference room. A committee of pupils, having prepared such a plan, presents it in class or before an auditorium group—in the latter case, perhaps on the occasion of a visit by the children's librarian. In the classroom, such a project ties in well with instruction in the use of library resources.

As has been said, many public libraries conduct **reading clubs for older and for younger patrons** of school age. Some of these, like the Poetry Club sponsored by a certain young people's room, get over into the field of creative work. Enterprises of this nature are not enlarged upon here, since, as a rule, they have little direct affiliation with schools or with school libraries and so are outside the field covered by this book. It is worth considering, however, whether many such activities might not well be worked on a cooperative basis.

P.T.A. AND SCOUTS

Next to the public library, perhaps the outside agencies with which the school library most frequently works are Parent-Teacher organizations, Boy and Girl Scouts, Girl Reserves, and like groups. And quite recently bookshops have also come into the picture, but with less frequency.

Parent-Teacher Associations have perhaps been more frequently involved in money-raising projects than in other library activities. But, increasingly, school librarians are seeing in these organizations opportunities for extending into homes the reading and guidance programs in which they are interested. Accordingly Parent-Teacher Association meetings are scheduled in the library, where a point is made of assembling on convenient tables little groups of books of significant interest. Somehow the books are introduced, as well as lists covering wider fields. Introductions may come from the librarian, from members of the library club or English classes, or perhaps best of all, from parents who have read the books and are ready to pass on to others their comments and reactions. We are thinking here particularly of volumes useful in guidance or titles about which there may be a question from the point of suitability for young readers. Parents ought to know books in the first category especially; and their reactions in the forum-like discussions which follow on their reviews should be as enlightening to the librarian as to members of the organization.

A follow-up of these meetings in the library may well be the appointment of parent committees to visit local bookstores with the request that certain volumes be stocked and pushed—and others soft-pedaled, or allowed to go out of stock.

The perusal and discussion of magazines drawn from drug-store newsstands will be equally profitable and may result in similar committee work. Here a positive rather than a negative approach to the problems involved may bring best results. In one city, at least, mothers agreed to *buy* better magazines if they were offered for sale.

The participation of fathers and mothers in the forum discussions sponsored by the school, with accompanying suggestions for subsequent reading, is something to be encouraged. The more fathers and mothers can be interested in what goes on in the school library the better. An old idea in a partly new dress follows:

A Parents and Children (or Mother and Daughter, or Father and Son) **Reading Club** may grow out of the desire of parents to know more of the books their boys and girls enjoy reading as well as out of the fun which boys and girls may derive from sharing their reading with their elders. Perhaps a school reading club starts by inviting mothers to one of its sessions. Members tell their mothers what they have read, and why. The librarian participates by furnishing lists and displaying books. (See further, **READING CLUBS**, in first **ACTIVITY BOOK**, p.82-83.)

The Boy Scouts have long been responsible for reading lists, including titles commonly found on school library shelves, and for that valuable group of booklets known as "The Merit Badge Series," dealing in simple fashion with many an art and craft and not a few subjects of scientific or hobby interest. Finding, under the guidance of the librarian, the *best* books for Scout purposes becomes interesting to them, and the use of books in connection with Scout projects may well be fostered by displays and publicity in the library, preferably

sponsored or arranged by the boys themselves. Sashes, merit badges, first aid kits, semaphore flags and patrol flags are among the properties useful in such displays. And if along with these appear a few books well bound by Scouts for merit badges, so much the better.

At this point a query worth considering comes up: Could **book mending**, sponsored by the library or taken up as a part of library club work, be made a merit badge activity? The answer is: Possibly—with proper safeguards. For mending is a craft, just as certainly as binding is, and consequently no such project should be undertaken unless librarian or Scout leader has time for instruction and careful supervision. In the long run, perhaps, the attitudes acquired by the boys engaging in such an activity should be the matter for chief concern. Surely it should be helpful in teaching them to be careful in the handling of books. (See **BE KIND TO BOOKS**, p.45.)

Campfire Girls, Girl Reserves, and Girl Scouts have, like the Boy Scouts, a stake in the school library, and activities suggested for one group can usually be adapted for another.

A Library "Hike" through the public library has been planned as a Girl Scout activity. Meeting at some central location, such as the school library, the group is divided into pairs, to each of which is given a slip suggesting something like this: "How books are mended," "Treasures in the Art Room." Members of the public library staff, being forewarned, are ready to guide and explain when their hiking visitors arrive.

A Girl Scout bookshelf in the school library may prove a happy way of widening the reading of girls. It may consist of books selected by the girls themselves from titles already in the library—preferably titles which tie in with Scout activities and ideals. *The Country Craft Book*, *Our Foreign Born Citizens*, *Your Clothes and Personality*, *Girls Who Did* were among the volumes placed on one such shelf.

Among activities for Girl Scouts suggested by their leaders are the following:

Name your favorite books and their authors and tell why you like these books. Select the three you like best and write reviews to interest other girls.

Find out all you can about your public library by visiting it. Who supports it? What are its rules? Become a member and borrow books regularly for as much as three months.

Make a bibliography of a subject relating to a Girl Scout activity. Read some of the books and tell why they are helpful.

"Adopt" a foreign country and find out all you can about it.

Talk to your librarian and find out (subject of interview to be indicated by Scout leader).

Since organizations such as the Scouts, Campfire Girls and Girl Reserves participate widely in **safety campaigns**, members may be interested in preparing exhibits, publicity and reading lists on **home safety**. Similar activities may be built around **safe driving**. Many books contain charts and diagrams which may be copied for exhibit purposes, or boys and girls may make their own. (See also p.159.)

In passing now to another field in which the library is beginning to "step out," attention need scarcely be called to the fact that the activities for Scouts and similar organizations given above merely scratch the surface. Further projects may be sought through the Index of the present volume and in the first ACTIVITY BOOK under CLUBS and other appropriate headings.

BOOKSHOPS AND NEWSPAPERS

Recently, book reviewing by boys and girls has begun to receive considerable attention. At first, such reviewing was confined within school walls. But it is now possible to report interesting enterprises in which youthful critics have taken their reviews to the community through newspapers and bookstores.

Book reviews for the Youth Page of the Sunday newspaper have been experimented with successfully. The reviews are written by pupils and are based on titles present in the school or public library and are selected for reviewing with the aid and advice of the librarian. In one such project the editor of the Youth Page acknowledged in print the contribution made by the library and by the pupil as follows:

All books reviewed are to be found in —— school (or public) library, from which they may be borrowed and read by other young people. In this column, then, you will find what those of your own age think about the newest books.

The acknowledgment to the individual was like this:

Ralph Turnley lives at 42 Blank Street and attends Chalkville Junior High. He was asked by the librarian to read this book and to review it for the Youth Page, which is giving him the book to keep in return for his work.

A large-scale book-reviewing project is presented in detail in the *Library Journal* 65:736-39, September, 1940. Through the courtesy of a Boston bookshop, pupils from a number of schools were given the privilege of borrowing, free of charge, the books selected for review. In at least one school, book-reviewing periodicals like the *Saturday Review of Literature* and the *Herald Tribune Books* were studied in class as a preliminary to visits to the bookshop. Following this, the pupils' own reviews were presented in class. The best ones were repeated before other classes and, finally, in the school auditorium, where "elimination took place by vote of the pupils in the audience until the field was narrowed to the five who (later) presented the program in Boston" at a gathering sponsored by the bookshop. Here the audience was made up of pupils, teachers, librarians, publishers' representatives, booksellers and parents.

"Variety and originality marked the contributions from each school; formal book reviews, panel discussions, and reviews with questions from the rest of the group stimulated the interest of the audience. Pupils presided at each meeting."

Guest speakers included authors, publishers, professional reviewers, readers advisers, literary agents. Book lists representing pupils' choices of books not publicly reviewed were distributed.

So profitable and entertaining did the programs prove that they were repeated by request before women's clubs and other organizations. A further follow-up came when pupils were asked to help choose books for their own school library. This activity was widely engaged in. In one school, four book reviewing committees were organized, each privileged to recommend one hundred dollars worth of books. From the four-hundred-dollar total, a composite list was prepared, and the books were bought in readiness for a book fair which took place in April in the school library. To the fair came hordes of pupils, singly and in groups. Titles on exhibition could be reserved by pupils during their class visits after an examination of the books. "Chosen by Pupil Committee," written in the front of the books, continued to attract readers a year later. Moreover, pupils learned to enjoy book reviewing and the discussion of books. "It's a grown-up thing to do," they said.

An annual Christmas book sale held by pupils in a school far removed from book centers was described in the first **ACTIVITY BOOK** (p.186). Announcements for a somewhat similar sale conducted as a joint enterprise by librarian, pupils and Parent-Teacher Association are reproduced here. In this case, the "sale" functioned like a branch bookstore, the books coming from a downtown shop which allowed the school a commission on all books sold. Although the sale was highly important as a source of revenue for a library supported by private funds, it nevertheless had wider implications; for the parents and pupils who acted as salespersons found it important to know their stock intimately, a necessity which led to much reading of worth-while volumes (no others were offered for sale) and to increased and more intelligent buying of books for home libraries.

•UNIVERSITY•SCHOOL•BOOK•SALE•

...NOV. 13 - DEC. 8...

Meet us at University
School Get your
Christmas book-shopping
done early!
Only one week
left!



★
ALL KINDS
OF BOOKS
FOR YOUNG
AND OLD!



★
SALE ENDS
DEC. 8
COME
NOW!

★

•SALE•CONDUCTED•BY•THE•UNIVERSITY•SCHOOL•
•WITH•CO-OPERATION•OF•THE•JOHN•SHILLITO•COMPANY•

•UNIVERSITY•SCHOOL•



A PROBLEM IS SOLVED

Here is a happy solution for some of your Christmas problems:

Give books - AND buy your books at the University School Book Sale which starts November 13 and continues through December 8

We will have an excellent selection of new books for grown-ups, and an unusually fine collection of children's books

Meet us at the University School and let us answer that ever puzzling question "What can I get for the children?"

COSTS YOU NOTHING

The grand part about buying your books at the University School is that you contribute to the school's welfare - but it costs you nothing. You buy books at the regular price, and the activities of the school benefit through a special discount, kindness and co-operation of The John Shillito Company

Isn't this a perfect way to make a contribution at no cost?

JUST AT THE RIGHT TIME

The millions (well hundreds anyway) of customers who have attended previous Book Sales have expressed their joy at being able to get Christmas duties out of the way in November and early December in such a convenient manner. No parking troubles - no crowds to fight - and a really marvelous selection of books for both children and adults

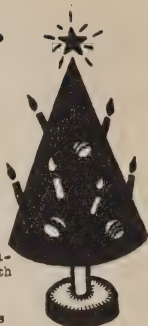
And, don't forget: all orders are filled with new books those on display will not be used to fill orders

EXPERT ADVICE ON CHILDREN'S BOOKS

In addition to some of the P T A's prettiest and best dressed young matrons, there will also be present at the sale trained Shillito book experts and Miss Hutchins, school librarian, who really knows what children should have and want.

We guarantee to provide you with books of the proper type for any age or sex. The selection will be excellent and complete.

Please come and bring your friends.



•UNIVERSITY•SCHOOL•BOOK•SALE•
... NOV. 13 - DEC. 8 ...

A bookshop operated by senior boys has been successfully managed in another private school. The boys are selected by the retiring managers from among those who have served a year as voluntary workers, and the shop is operated on business principles (under faculty guidance) with profit or loss to the managers themselves. Cooperation with the school library is varied and constant. Boys in search of hobby books consult the librarian for recommended titles, which they often purchase at the bookshop; book-reviewing and trade publications are in demand both by prospective purchasers and by the managers of the store; personal guidance on the part of the librarian leads to the acquisition of desirable books for the boys' home libraries.

While this extra-curricular activity appears to be particularly well adapted to a private school where pupils rather generally have ample allowances, it has implications for the public high school group also.

PUBLICITY

All along, as the library has "stepped out," there have been repeated suggestions in the direction of publicity. And now we come to a group of activities in which publicity is the major concern. So important is this field that in the first *ACTIVITY BOOK* it is given a chapter to itself (Chapter 9). There, one will find general advice not repeated here, together with a varied assortment of publicity enterprises, simple instructions covering the management and arrangement of bulletin boards, posters and the like, and a bibliography of titles dealing with these matters. (See also bibliography at end of present discussion, p.67-68.) What appears forthwith is, therefore, chiefly in the nature of a supplement.

First come some types of activities which may appear to have but a tenuous relationship to functions which it is the primary purpose of the library to fulfill. But it should not be forgotten that many an activity may justifiably center in or come to fruition in the library simply on the basis of the good will it creates for that institution. All recognize the im-

portance of good will in business—that it is unquestioningly bought and paid for along with more tangible assets such as stocks of goods. It is of vital importance in the library too; sometimes of tragic importance because an atmosphere of irritation and petty annoyance may have grown up there because of unwise management in the past. What is more imperative, then, than to cultivate good will by opening the library doors wide to any activity which will bring pupils and teachers within its walls and make them feel at home?

A flower show planned especially for and by children who live in a city where there is not much chance to get acquainted with flowers may be considered a case in point:

When our library was enlarged and we had enough room to arrange such an exhibit, we started planning. The idea caught fire as soon as it was broached to the faculty. All the faculty gardeners rallied around and we received offers of assistance from nearly every department of the school. The members of the Science Department were naturally the ringleaders, but the way the other departments from shop to music cooperated was one of the finest examples of integration we have ever had.

Students came from shop with hammer and nails; the garden club went on a field trip and gathered material for a wild flower exhibit; a group of the student library staff, assisted by a former student, made models of gardens just the size of a book shelf to show what could be done with a narrow city lot; and another group displayed simple flower arrangements. . . . The English students wrote poetry. . . . The cooperation of the faculty and the students extended even to the “clean up” Saturday morning. That we considered a triumph.²

Pictures of the library in action or photographic contests in which pupils take pictures of people reading excite much interest when the prints are exhibited on the library bulletin board or in more ambitious ways. A variation of the idea consists in **collecting** pictures of people reading. (An occasional entertaining cartoon may be unearthed here.) Or pictures of pupils’ personal libraries may be called for. Prizes may be offered by the Camera Club for the best pictures.

² New Jersey Secondary School Teachers Association. *The Library as a School Function and Activity*. The Association, 1940. p.61-62.

A library tea is good publicity. (See further, first ACTIVITY Book, p.184.) The invitation to one read like this:

Listen, Little Girl, and My Son! My Son! The Big Four of the library are filled with a *Magnificent Obsession on How to Win Friends and Influence People* with cookies and tea.

With *Malice Towards Some* and refreshments for all, they invite you to forsake *The Northwest Passage* and turn to the library hall November 16 from 3 P.M.

Till 4:30. National Book Week is the only excuse. The display of books is worth *A Crock of Gold*, so pray overlook the ruse and join *The Mutiny on the Bounty*.

Admission to the tea was by ticket. The tickets were books placed on a book truck by the door. The title of each was supposed to represent a foible peculiar to the person for whom the ticket was designed. *Men Against Crime* was placed on the truck for the Vice-Principal in charge of the merit system; *Ask Me Another* for the Principal; *Behave Yourself* and *My Double Life* were among the "tickets," each of which had to be selected and presented at the door by the right person in order to gain admittance.³

Departmental exhibits may well be featured in the library. In an article in the *Wilson Library Bulletin* 14:648-51, May, 1940, two Texas school librarians suggest that the librarian should "think of departments in your school and the special fields they cover," and consider what exhibit materials can come from these sources.

From the American history classes, they suggest, could come models of stagecoaches, covered wagons, log cabins, the White House, the Hermitage; from European history groups, models of early implements used in farming and in war, of medieval castles, period rooms, Windsor Castle. "Get a definite picture in your mind of the sort of exhibit each of these groups could work up," they continue. "Let the class-

³ Adapted from account in *Wilson Library Bulletin* 15:270, November, 1940.

room teacher or the sponsor know your plans, give her plenty of time."

The article provides a two-page chart listing more than a dozen exhibits, together with the materials used, the departments responsible, and the books to accompany the exhibits.

From "good-will" publicity we go on to enterprises having a more direct relationship to the stimulation of reading.

"By Way of Introduction," the title of the well-known reading list for young people sponsored by the American Library Association and the National Education Association, has been used as a caption for an interesting exhibit prepared by the pupils themselves. Large copies of the illustrations used for the various sections of the list were prepared and made into posters bearing appropriate headings, such as "Adventure," "Home Life" and "Careers." Along with the posters were displayed the books recommended under similar headings in the list and also **new books** recommended by pupil readers.

If the list is not already in the hands of pupils when such an exhibit appears, it may well be made available then.

A Stop and Shop Book Table, featured by an appropriate poster and stacked with books "read and enjoyed by our staff" or "by the library committee" or "by the senior class," is an addenda to earlier enterprises (see first **ACTIVITY BOOK**, p.123-24) in which *lists* of books recommended by similar groups were made available. Both ideas take advantage of the fact that pupils like to read what others in their group recommend.

"Girls Like These" is the caption for a similar display managed in a slightly different manner. Whenever a girl returns a book she particularly likes, she tells the librarian about it and the book is then placed on the display shelf. A twin display headed "Boys Like These" is an added possibility.

"The Experts Recommend" is still another suggestion in the same category. Every school has its pupil experts: boys who

follow everything in the radio field; girls who are outstanding in crafts work; camera enthusiasts; sports enthusiasts; collectors; amateur astronomers; electricians; dressmakers; musicians. On a bulletin board bearing appropriate captions these experts are asked to post, after consultation with the librarian, individually prepared or group prepared lists of books, pamphlets and magazine articles they have found most helpful. A modification of the plan is to publish the recommendations in the school paper. In either case pains should be taken to have as many as possible of the recommended titles immediately available in the library.

"Leisure Time" is a good caption for a bulletin board on which members of the library club or other organizations display clippings, pictures, etc., suggesting worth-while leisure time occupations: walks or auto trips to places of local interest; hints for collectors; craftwork; amateur photography; indoor gardening. If the board further calls attention, as it well may, to literature covering the ideas publicized, it will serve the purpose of introducing many books, magazines and pamphlets. (See also Index of first ACTIVITY BOOK under HOBBIES.)

"What—No Pictures" was the heading for a magazine display planned to introduce excellent titles often overlooked by pupils. For this project, the pupil library staff devoted one entire issue of its monthly "Library Gazette" to magazines, featuring with an appropriate and compelling note, each and every magazine found in the library. At the same time, a long bulletin board (a blackboard would also be excellent) displayed covers of all the periodicals. Each cover was accompanied by a pipe cleaner figure directing attention to a cardboard slip listing the materials in which each periodical specialized. The preparation of these slips, or annotations, gave excellent practice in reviewing and provided valuable magazine study while at the same time publicizing magazine titles available in the library. (Abridged from *Wilson Library Bulletin* 15:48-49, September, 1940.)

Traveling book exhibits. These are exhibits that travel **within the school** from one classroom to another. Each exhibit is composed of a little group of books on a special theme. It is organized with the help of the library club and is loaned for three days at a time to the various classrooms. The themes selected are *not* necessarily those under discussion in the classroom, though they may be.

Novels of the States is a decidedly elaborate exhibit which the amateur electricians in the school may nevertheless enjoy fitting up. The books are displayed beneath a large map of the United States which has a small electric light bulb in each state represented. In front of the books are two rows of switches, each switch being labeled with the title of a book. When the switch is pressed, the light goes on in the state where the story is laid. Instructions suggest looking at a book and then seeing whether you can guess what state will light up when the switch is pushed. The guess having been made, the switch is pushed to verify the correctness of the guess. In case the boys preparing the exhibit need explicit information concerning the equipment to be used, it may be found in the *Wilson Library Bulletin* 17:137-38, October, 1942. But it is likely their own inventiveness will suggest what is necessary in the way of flashlight bulbs, wire, batteries, buttons for switches, and the like.

Charts, graphs, and pictographs. Some of the library's publicity should deal with matters of administrative interest. While formal reports on the number of books circulated will be read by few, and by pupils not at all, the same figures pictorially set up to show that the freshmen borrow more books than the seniors, or that biographies rank next to fiction in popularity will be matters of real interest. This is especially true if the graphic charts or pictographs are the product of pupil skill. By way of suggestion, here are some further examples of statistical data that will draw attention: comparative book losses; fines and damages of one year com-

pared with another; comparisons between home rooms contesting for favorable library records; fiction reading compared with scientific reading. If reading contests or clean-record contests (no fines, no damages, no overdue books) are on, the charts are particularly compelling. Excellent examples of pictographs may be found in certain of the juvenile encyclopedias and in the "Building America" monographs issued by the Society for Curriculum Study. It is also worth noting that the graphic presentation of statistical data is now quite frequently discussed in connection with certain units in the school curriculum, so that it is possible the library projects indicated above may be integrated with the regular school work.

Sources for captions, slogans and topics for display. A quick-witted librarian will find a multiplicity of captions in materials passing through her hands daily: newspaper headlines, book and movie titles, popular songs, and quotations. Current news magazines are also of value; and it is to be remembered that certain professional periodicals available in most schools have material on making poster and bulletin displays in nearly every issue. See the *Grade Teacher*, the *Instructor*, and the *Wilson Library Bulletin*. It may be added that many of the headings used in this book and its predecessor have been designed with an eye to their use as captions by the librarian.

Publicity materials and arrangement. Here are some titles that will be useful to the school librarian: (For additional titles see first *ACTIVITY BOOK*, p.196.)

FOCKE, H. F., WARD, G. O., and YOUNG, ALBERT. "Library Bulletin Boards." *Wilson Library Bulletin* 15:574-77ff., March, 1941. The librarian hoping to interest pupils in displays would do well to keep this article in mind and to lay in a supply of inexpensive materials such as are here listed: wood-block and gummed letters; paste, glue and rubber cement; T-square, triangle and scissors.

GARRISON, GRETCHEN. "Display Materials." *Wilson Library Bulletin* 14:326-27, December, 1939.

Among materials mentioned are display letters in die-cut cardboard, and plastic material (Dennison's); cutouts standing in grooved strips of metal or wood, letters with pins on the back to keep them in place (Mitten Co., Redlands, Calif.); felt letters (Felt Letter Studios, 226 S. Wabash Ave., Chicago, Ill.); wooden letters (Woolworth).

GEORGE, R. F. Speedball Textbook. C. Howard Hunt Pen Co., 7th and State St., Camden, N.J.

An inexpensive little book obtainable at supply stores. "A gold-mine of information about lettering and layout."

GRADY, MARION. "Publicity for the High School Library." *Library Journal* 64:681-85, September, 1939.

Written primarily for the librarian, but pupils may share in many of the activities proposed.

In addition to the above, reference may be made to *Wilson Library Bulletin* 11:35, September, 1936, in which there is reproduced a page from the *Baltimore Sun* demonstrating how readable library stories may be written.

HOLIDAYS AND SPECIAL OCCASIONS

Holidays offer valuable opportunities for the stimulation of serious reference work as well as for the customary search for poems and plays. Pupils may, for example, be encouraged to look up the origin and history of the day, its folklore and manner of observance. This will bring into play volumes such as G. W. Douglas' *American Book of Days* and the new edition of Hazeltine's *Anniversaries and Holidays*, as well as encyclopedias and periodical indexes. For books useful to librarian and teacher in planning programs, see first **ACTIVITY BOOK**, p.182. As there indicated, it will be most helpful for the librarian to keep on her desk, as a reminder, a desk calendar so that impending holidays may not catch her unaware. Bibliographies and book exhibits are of course in order, as well as posters prepared by pupils in art classes.

Special days and special weeks always have their innings in the school and are participated in by the library just as are holidays.

Book Week is probably *the* most important for the library, not infrequently being celebrated with elaborate projects such

as book fairs and book circuses. (See Index of first **ACTIVITY BOOK** under these headings.) Whatever is done, it is important to secure the cooperation of all possible grownups. This may be accomplished through a Book Week Committee on which both pupils and faculty are represented. Through them, plans should be made which will pull in the nonreaders as well as the habitués of the library. The Parent-Teacher Association should not be forgotten nor should possibilities for news items and feature stories in school and local newspapers be overlooked. Suggestions for dramatizations based on the theme for the week are in order and may bring interesting results from an ambitious library club or English class.

Scattered throughout the present volume are numerous projects that may be adapted for Book Week use, as a glance at the index will show. This being the case, no attempt is made here to present a large number especially labeled for that occasion. Rather, we shall fully outline just one, chosen because it emphasizes and illustrates how the whole school may participate.

A Book Week celebration by, of, and for the entire school, first to ninth grades inclusive, originated with a note to each grade from the library service club. The note asked: Would you like (a) to participate in library displays, (b) to participate in an auditorium program?

All grades having decided to do both, each was asked to prepare some sort of an exhibit featuring books, to be displayed on a library table. The stunts worked up for the auditorium were varied, making use of dialog, pantomime, book characters and other ideas drawn from sources such as the first **ACTIVITY BOOK**. The exhibits were as follows:

First Grade	Animals We Like	Books about animals displayed along with cardboard animals
Second Grade	Boats and Books	Models and books
Third Grade	Ride 'Em Cowboy	Corral, ranch house, toy horses, etc., plus books

Fourth Grade	Old Kentucky Home	Cotton plantation model and books
Fifth Grade	Ships to Sail the Seas	Models and books
Sixth Grade	Peeps into Books	Peep shows made by individual pupils. Books to go with them
Seventh Grade	Know Hawaii	Pictograph maps, books
Eighth Grade	Cavalcade of America	Map illustrating westward movement, plus booklist illustrated with historical silhouettes
Ninth Grade	Good Movies from Good Books	A reel made of scenes from movies pasted on long paper roll issuing from box representing a book. Handle with which to wind and unwind reel

It is worth noting that in this celebration not only were books exhibited on library tables but arrangements were made whereby they might be reserved for reading the week following.

A few additional enterprises suitable for Book Week, Book Fairs and the like follow:

A Book Buffet is an enterprise aimed particularly at girls. "Food" (a collection of books for girls) is attractively arranged and "served" by members of the library committee or club. Or real food is served by Future Homemakers, after which the guests gather for a book talk or teaser reviews of several books. In the latter case the luncheon may be scheduled for the noon hour.

A Book Cafeteria with reading menus for all is a suggestion with possibilities for varied development. Suggestive captions include "Seasoned History," "Salty Sea Yarns," "Sweet Romance," "Snappy Humor," "Spicy Adventure." Library club members act as waitresses and bus boys to introduce the volumes displayed under these captions.

Best-liked bindings, illustrators, etc. may be voted on as a means of holding the attention of visitors at a book fair or similar exhibition. Pupils are also asked to "drop a ticket" in a convenient slot mentioning the titles of books in the exhibit which they have already read. At the close, announcements of favorites are made.

We close this section on holidays and special occasions with an idea for Flag Day:

"Flags! Do You Know Them?" is the caption for the display. A pupil committee collects all the small national flags (or varied flags of one nation) it can lay hands on, and displays them along with suggestions as to literature valuable in identifying flags. Perhaps an identification contest may be run.

AUDITORIUM PROGRAMS

There is still another occasion on which the library in many a school "steps out," and that is during the hour when the pupil body comes together for its assembly or auditorium period. Below are given a few special library programs to be added to those described elsewhere,⁴ and to be supplemented by many another idea developed in the classroom and brought to fruition on the auditorium stage in the form of discussion, dramatic skit, demonstration or book commentary.

Chained Books, or The Dark Ages in Blank High School, is an auditorium program featuring in a skit, pantomime or movie what would happen if all books were chained to keep them from wandering from the library without being recorded at the circulation desk. A replica of a medieval chained book may be featured.

Knowing America Through Books is a slogan possible of development through varied auditorium projects. One plan is a series of programs each of which deals with a particular

⁴See Chapter I, this book, and Chapter 3 of the first ACTIVITY BOOK.

region or phase of American life, e.g., "The Rocky Mountains," and "Farming in America." Pupils review books, taking pains to read extracts dealing with the subject in hand, and each program is preceded and followed by exhibits in the library of appropriate books and magazine articles.

"Episodes from Freedom" is the title of a program described in the *Wilson Library Bulletin* 17:129, October, 1942. Each episode is based on a scene taken from a well-known book: "Endicott and the Red Cross," from Hawthorne's *Twice Told Tales*; a scene based on Maxwell Anderson's *Valley Forge*; a runaway slave defending his right to freedom, from *Uncle Tom's Cabin*; a "trial" according to the methods of the dictators, from Sinclair Lewis' *It Can't Happen Here*; a message of peace, the Bible, Isaiah 2:1-4. Portions of the books used are read dramatically by unseen readers; the acting is by shadowgraph and is limited to gesturing and simple movements.

"Shadowgraphs of Coming Attractions" is the title of a program described in the *Wilson Library Bulletin* 17:132-33, October, 1942. The prolog and one of the scenes are there given as samples. Methods used to produce the pictures may be summarized as follows:

Two frames hinged together and covered tightly with sheets simulate an open book which is placed on the stage center front, with regular stage curtains drawn up on either side. Shadow effects produced by two small spotlights backstage and one large spotlight in balcony focused on book. Height of silhouettes adjusted by moving small spotlights back and forth. Color effects introduced by use of color wheels with spotlights. Sound managed via the public address system connected with loud speakers and with microphones and controls backstage. A narrator at the backstage microphone, a reader who gives original poems standing in front of the book, a pianist and a chorus aid in production. Moving silhouettes are more effective than nonaction tableaux.

The title of the program is justified by the following state-

ment made at the beginning by the narrator:

"Most movie programs include a few scenes from pictures that are soon to be shown. . . . In the same manner, we are going to give you a few glimpses into what we consider some interesting books that are available in the library."

A Quiz Kids Program has been used successfully. One described in detail by Edna E. Bayer in the *Wilson Library Bulletin* 17:124-26, October, 1942, was a highly cooperative affair. Questions were submitted by English pupils and by teachers and were selected by the director of dramatics. Musical selections were supervised by the music department; signs were made in the commercial art department, and microphones were arranged by the electric shop. Members of the faculty were announcers and judges. Two groups of pupils participated: a junior and a senior group. The first group of questions was for the juniors, who had first chance to answer. If they failed, the seniors took a hand. To give variety, some questions were based upon songs sung by pupils brought to the stage for the purpose, or upon skits or characterizations.

Another Quiz Kids program used questions on Latin America and was preceded by a display of books on that part of the world. Still another (p.103) requires the use of reference tools.

A variation of the **giant book** idea discussed in the first **ACTIVITY BOOK** (p.18-19) is as follows: A huge book with beaverboard pages is built to stand upright on the stage. As each page is turned, there is revealed on one side the title and author of a book, and on the page facing it a large illustration drawn or painted by the pupils themselves showing the most interesting or exciting scene in the book. Selected pupils review the books for the benefit of the audience. Such a program is based on a happy integration of reading with art work. (For more details see Green, H. B., and Eaton, A. T. "Paint Brushes and Print." *Wilson Library Bulletin* 14:18-20, September, 1939.)

The History of the Book may be presented in a series of tableaux based on the well-known paintings in the Library of Congress depicting that history. (Variations of this project, with accompanying script, may be found in Siebens, C. R. "The Magic Road of Books," *Wilson Library Bulletin* 14:151-52, October, 1939.)

Reflectoscope or lantern talks may be given in which the pictures shown are from books. Interest may thus be aroused in book illustration or in the books themselves—especially if pupils select the pictures or give the talks, or do both.

In bringing to an end this brief excursion into the field of auditorium programs, the compiler can do no better than to call attention to the two extremely useful volumes of *Book and Library Plays for Elementary and High School Use*, edited by Edith M. Phelps.⁵ These dramatic offerings, written for the most part by librarians, or jointly by librarians and pupils, are an ever present help to librarians in both elementary and high schools. English teachers and reading teachers will like them too.

⁵ Phelps, E. M., ed. *Book and Library Plays for Elementary and High School Use*. 2v. H. W. Wilson, 1938 and 1941.

CHAPTER IV

READING AND THE USE OF BOOKS AS TOOLS

Whatever one may think concerning the advisability of stocking the school library with audio-visual materials other than those that go into the traditional picture file or the victrola album, there can be no question that printed materials are the library's basic stock-in-trade and that encouraging their use in every way is its primary function. In this chapter, then, we are to deal with the stimulation of reading and with instruction in the use of books as tools.

As developed in the school, reading is first a skill to be mastered; and through the first three grades materials are selected and used with that primary end in view, although with by-products of pleasure and appreciation gained through contact with masterpieces of childhood literature. And even in these beginning years, the child gains some conception of books as tools: he wants to know about this or that, and a book will tell him.

When the middle grades are reached, reading skill is sufficient in the case of normal pupils so that mastery of technique drops into the background and reading for experience, for pleasure and for information occupies the stage. The pupil does not study literature as such; he reads it because it deals with experiences and emotions that are familiar to him or that he is willing to share vicariously. And since reading is the key that unlocks all his school studies as well as many of his personal quests for knowledge, he also reads increasingly for information, and ideally, with a growing awareness of the differing techniques to be employed according to the

aim of his effort: skimming, analyzing for thought, reading to get the music in the words, and so on. As an aside, it may be mentioned that just here is apt to occur one of the weak points in the reading program of the school; and also, right here is one of the places where the library can be of extreme usefulness, both through activities bringing into play a wide variety of materials and through supervision of projects in note-taking or indexing, if not actual instruction in them. (See *THE MAKING OF AN INDEX*, p.100.)

In the high school, the reading program of the middle grades is broadened and deepened and literary qualities begin to be stressed, though not primarily, as in past teaching, on the basis of a critical tearing apart of masterpieces to see what makes them tick. Rather, every effort is made to deepen appreciation by whatever means best suits the occasion: reading aloud by an accomplished teacher to demonstrate the rhythms in prose and verse; dramatization; the use of recordings; biographical and background reading to gain insight into and sympathetic understanding of an author's purposes and choice of literary form; comparison with other authors. And all along, literature is related to life. Does the sight of the shore in summer fill you with a longing to be on your way beneath billowing canvas? Then there's Masfield, "I would go down to the sea again." Are you a girl with scientific aspirations? Page *Madame Curie*. Do you want adventure? So did Richard Halliburton. Do you long for social prestige? Alice Adams did too.

And something else is likewise deserving of notice. Literature is by no means the exclusive property of the literature classroom. That this is true is demonstrated by the way in which choice poems, essays, stories and other forms of literature are introduced into the study of natural phenomena, such as clouds, tides, the growth of trees and the migration of birds. Coleridge's *Ancient Mariner* and Ellsberg's *On the Bottom* turn up just as naturally in a bibliography accompanying a unit in science or economic geography as on the English reading list; and such essay topics as "The Contributions of Ex-

plorers to the Field of Literature" or "The Importance of Literary Ability to an Explorer" help the student to evaluate and appreciate literature in terms of scientific exploit and adventure. In the same way, Robert Frost's "Death of the Hired Man" provides excellent commentary on the plight of the homeless as opened up in a class in social science; selections from hillbilly ballads introduce a unit on the economic status of the Southern mountaineer; and the flowing prose of Donald Culross Peattie's *Green Laurels* adds a thrilling human touch to a laboratory period in biology.

All of which goes to show two rather important things where the library is concerned: first, that department of the school is increasingly the laboratory where the reading curriculum is worked out; and second, reading in the modern school is so inextricably bound up with the subject matter of the curriculum that "literature" is in some schools being taught in every classroom.

If, then, this chapter turns out to be more abbreviated in its reading aspects than the importance of reading would seem to demand, it is, first, because practically every library activity already discussed has a bearing on reading; and second, because everything to be set down in later chapters under curriculum subject activities is in some way a contribution to the reading program. A further reason is that commoner reading enterprises, with suggestions for multifarious variation according to circumstance, were pretty well aired in the first **ACTIVITY BOOK**. We are thinking here of such devices in the elementary school as storytelling by pupils; dramatization; manual and crafts activities, such as the production of classroom bookshelves, puppetry, character dolls, and book friezes; travel and map devices (reading associated with places); reading clubs and library clubs, and so on. We are thinking too of the extension of these activities in the high school through informal book reviewing; bibliography making; assembly programs of all degrees of elaborateness; the encouragement of home libraries. What is left, therefore, appears to be chiefly in the nature of addenda or of variations on earlier projects.

But first some cautions and words of advice from those who know:

Reading for experience rather than for information, says Dora V. Smith, should be emphasized by the library. There is danger that the modern output of excellent books on trains, fire engines and Indians may foster a reading program on the part of the child which does little to stimulate or guide his emotional life. "Boys and girls," she says, ". . . are familiar with Hans Brinker because he correlates with the Dutch, but many . . . are in danger of missing Tom Sawyer, who correlates with nothing but a good time." Posters, programs, lists and exhibits which emphasize the books through which the readers share the experiences of others are therefore of great importance. One school used three posters headed, respectively, "Fun," "Fact," and "Fancy." When a pupil read a book, he listed it under the appropriate heading and then watched his own reading to see how many varied experiences he was gaining from books.

Biographical reading. An article in an educational journal suggests the importance of such reading:

When older children begin to show interest in the lives of adults, it is desirable for the teacher to guide pupils to good biographical sketches of authors and illustrators. Their lives may seem less thrilling than the adventures of fighting men and explorers; however, many authors and illustrators have exciting experiences to relate and some possess the skill to write about themselves in ways that hold the attention of older boys and girls. . . . It is particularly important that modern children should be rid of the false impression one boy expressed, "Why, I thought all authors were dead!"¹

Book reports—a caution. The librarian does well to heed such advice as this:

This leads to our fifth point—to plan the activities of the library period so that they supplement but do not duplicate those carried

¹ Parker, Beryl, and Thyng, F. J. "Tastes Differ." *Educational Method* 19:174-75, December, 1939.

on elsewhere in the school. No more than the adult should the child be under inner compulsion to express reaction to a book by drawing pictures of scenes, making book reports, or devising dramatization. If the child *wishes* [italics ours] to do any of these things, materials and opportunity can be provided, but as definite and repeated procedures do they not belong to classes in the fine arts and the language arts? Are we not duplicating other work when we motivate such activities in the library? If we as adults were expected to respond to every book we read in one of the ways mentioned, we would have full sympathy with the little girl who remarked that she liked to read in the library because she didn't have to express what she felt about the book. That she had no objection to reacting to stories was plain as she continued by asking the librarian to help her find a book that would make her cry.²

Contests—a danger signal. The objections to reading contests are well stated in an article appearing in the *Library Journal*.³ They are worth consideration as danger signals if not as actual stop signs. In summary they are as follows: (a) Contests tend to encourage quantity reading rather than quality reading and appreciation. The time spent in organizing and carrying out the contest might better be spent in discussing and vitalizing worth-while books. (b) Unless great care is exercised, home pressure and the pressure of recommended lists tend to deprive the child of initiative and freedom of choice in his reading. (c) Failure to keep up discourages the poor reader. (d) There is too much reading for credit and not enough reading for fun. (e) There is a temptation to choose books for their lack of length or because they are easy to read—a kind of mental cheating by which the child gains credit for mediocre accomplishment.

In the light of these criticisms, it is important that in inaugurating any type of reading contest the drawbacks should be recognized. Many are not inherent in the idea of a contest

² Westervelt, Gretchen. "The Elementary School Library." In Columbia University School of Library Service. *Papers Presented at a Conference on School Library Service, June 28—July 3, 1939.* p.28. (Mimeographed)

³ Ames, Mrs. Pauline. "Summer Reading Plans; a Debate. Part II, Negative." *Library Journal* 65:327-30. April 15, 1940.

but rather in the way it is carried out. The librarian may well observe, too, whether the contest appreciably increases the use of the library (circulation, reference use, free reading) and whether the only pupils who enter the contest and persevere in it, are such as are already good readers. If final results are negative or negligible in these particulars, it would appear to be the part of common sense to turn to other methods of stimulating reading. (For descriptions of actual contests, see first ACTIVITY BOOK.)

With these cautions in mind, let us look at some actual projects.

READING ACTIVITIES IN THE ELEMENTARY SCHOOL

The captions of the devices immediately following speak for themselves. First for consideration are a number derived from book titles and literary allusions, all suggesting many more having similar origins. And since each may be worked out in a variety of ways, it has not seemed essential to indicate procedures in any great detail.

A Magic Cloak Reading Plan features cutout figures seated on cloaks. Each child participating in the project is given one of these cutouts with which to fly around the room to various reading stations where books are to be selected. When a book has been selected and withdrawn, the cutout is attached to a frieze above the shelf and there remains until the owner of the cutout comes back for another trip. After ten trips, the cutout ends in a goal section.

A Robin Hood Reading Project utilizes a large, colorful target into which arrows may be stuck as each child (yeoman) reads. When his first book has been completed, the arrow is placed on the outer ring of the seven-ring target. Each additional book brings the arrow one step nearer the bull's-eye. Some children hit the bull's-eye more than once! A Robin Hood party ends the project.

Treasure Trails is a map device which encourages wide reading. The map may simulate a mythical "Treasure Island" with small pictures attached to represent such broad headings as: Distant Corners, Adventure Peak, Nonfiction Cove, Mount Far-Away, Biography Bay. Crayon trails connect the various points of interest so that when a child has once selected a starting point on any trail he may follow it into varied fields. Books corresponding to the pictured stopping-points are conveniently shelved near by. By way of recognition of a child's reading, he is presented with a pasteboard or paper shovel to be inscribed with his name and the book read and hung on a card over the map. Other methods of recognition will also suggest themselves. (See also **TREASURE HUNTS**, in first **ACTIVITY BOOK**, p.117.)

Peep shows (see also first **ACTIVITY BOOK**, p.168) as a substitute for book reviews are described and illustrated in an article by Green and Eaton, "Paint Brushes and Print," in the *Wilson Library Bulletin* 14:20-22, September, 1939.

The Quest of the Golden Apple was a plan in which a child reading three books was given a green apple tree sticker embellished with three red apples—to be placed on a chart in the library. When four green trees with their twelve red apples had been acquired, the child was given a golden apple to be placed on a large green tree six feet in height. (The tree may be drawn.) A party with a moving-picture version of "The Three Apples" completed the activity. The names of the children participating and the books they had read were, of course, recorded on the apples.

A variation of this plan involves the use of a big apple tree cut from paper, with leaves and apples also cut from paper in appropriate colors. For a book read, a child pins a leaf on the tree. When five books have been read, the leaves are exchanged for an apple; when fifteen books are completed, the fact is announced by the appearance on the tree of a golden apple.

Under the Magic Umbrella are placed the titles of books read and the names of the young readers. The "umbrella" is simulated on the bulletin board with colored paper and chalk.

New map and travel devices appear yearly, if not monthly, and continue to be as popular as ever.

A Passport to Foreign Lands hinges on the issuance of pseudo-passports made with a ditto machine. At first the passport bears no photograph. But the completion of a reasonable number of books entitles the holder of the passport to have his likeness (a snapshot) inserted along with the list of his stops (books read). The use of official library stamps and signatures helps to carry out the passport idea.

Travel diaries may prove to be excellent substitutes for formal book reports. These are not records of actual trips, but accounts of travel by the armchair and book route. Best diaries may be exhibited or given recognition in other ways.

Background reading for a trip. The trip may be either a real or an imaginary one. But in either case the pupil follows the practice of every good traveler and "reads up" before starting on his journey. His findings relative to the places he intends to visit may be written out in the form of notes to be used along the way, or given as oral reports to the class. If the school has a lantern, he may also show pictures and a map; and if there is time, the mathematical implications of the project may be developed through the preparation of a budget for the trip and discussion of the best way to carry money, i.e., traveler's checks and the like.

A Log Cabin Club utilizes a large wall map showing famous pioneer localities. Pupils build cabins by reading historical narratives, for each one of which a reader is entitled to a "log"—a tiny slip of paper bearing the reader's name. A related idea is the use of paper **prairie schooners** bearing the

names of readers. All schooners start at scratch, but move across the map according to the number of books read.

A Seamanship Game or Reading Plan was based on the idea that the junior high library had become a clipper ship and those who sailed with her were Ship's Boys. Promotions came with reading. Two books of nonfiction made a Boy an Able Seaman. Two more books advanced him to the position of Mate; two more, and he was a Captain; and from there on he was on his own. The cards on which individual reading records were kept were "the ship's papers." The most advanced readers became Admirals and Rear Admirals.

An Airplane Flight (for another "flight" see first ACTIVITY Book, p.120) was made by one group of children. It took the reading of two books to enable a child even to apply for a "pilot's license," after which he received his "wings" and an "airplane" of construction paper to be moved about on a Map of Bookland as he read various types of books. In a "mailbox" he placed a "letter" for each book read, the letter consisting of author and title and brief statement about the book.

With World War II, airplane devices naturally grew in number and popularity. Here is just one additional project:

Winning your Wings featured tiny planes of colored paper which could be placed in the sky (a bulletin board covered with blue paper) when a reader had finished five books. Each child, of course, had his name inscribed on his plane, and further reading added stars to the plane.

If airplanes have become popular, so too have a great variety of military devices such as:

A Military Reading Record which makes use of a chart with the names of the children participating printed on the left-hand side and the insignia for the thirteen army ranks drawn in color across the top. Each pupil proceeds from "Private"

to the rank of "General" by reporting on a book he has read, each book advancing him to the next higher rank. In one elementary schoolroom, pupils who joined "the army" were obligated to salute their superiors in rank!

It will have been noted that a number of the projects already covered attempt to meet some of the objections voiced several pages back through the employment of devices designed to spread reading over wide areas. Here are additional projects featuring the same idea:

A Rainbow Reading Project utilizes the colors of the rainbow to identify various types of books—red for science, yellow for travel, and so forth. When a member of the group has read a book for each of the seven colors, he is given a certificate in which rainbow hues are utilized, or his name may be recorded on a classroom rainbow or a reading club rainbow. The possibilities are numerous and varied.

A Personal Bookshelf may be simulated on the blackboard or on a poster. As books are read, slender strips of colored paper, labeled with author and title, are placed (pasted) on the shelf. As a device for encouraging broad reading as well as to develop familiarity with library classification, books may of course be numbered and arranged on the shelves in classified order.

A Literary Quilting Bee has been experimented with successfully. On a quilting frame is stretched a rectangle of unbleached muslin on which the members of the bee (children who have registered for the purpose) are entitled to paste "blocks" cut from book jackets or colored paper—one block for each fiction book read, two for a nonfiction book. Each block bears the name of the child and the author and title of the book read. The reading of five books brings a membership button, and a quilting party is held when the muslin is completely covered with blocks, both sides. Children do not read

from lists, but make individual selection of their books, aided by the librarian.

Like some others of the activities here mentioned, the "quilting bee" may be better employed in the children's room of the public library than in the school library due to problems of space and other practical considerations. But in any case, the projects bear a close relationship to the school reading program, much cooperative work being done by teachers and children's librarians and school librarians.

A Cowboy Reading Project is an enterprise quite definitely suggesting children's room development. It is also a good example both of appeal to special interest and of the stimulation of regional reading. What small boy (or girl) is not interested in the western cowboy?

The chaps and divided skirts appearing in one such project were made from coffee and bean sacks and the amateur cow-punchers were divided into Bronco Busters, Buckaroos, Wild Rovers and Rough Riders. Big straw hats from the dime stores completed the costumes. Roping contests involved the reading (roping) of books. When a book had been completed, the costume of the reader was "branded" by having a cardboard square or circle attached to it. A colored kerchief indicated a particularly excellent book report given at the weekly "roundup"—a kind of club meeting where books were reviewed and discussed. There was, of course, a Will Rogers day; and Pecos Bill and Smoky and Paul Bunyan all had their innings.

While costuming might in many cases be out of the question, the cowboy idea could easily be worked out with silhouettes or cardboard figures instead.

A Book Bank established in the school library may lead to added reading. Each patron of the bank is provided with a bank book labeled "My Book Bank Account." Books read and reported on are written up as deposits: one dollar for a verbal report, two for a brief written report, three dollars for

a rather complete summary, four dollars for a project carried out with the aid of the book read. Questions about the library properly answered also merit deposit entries. Typical question: Do we have any books to help you plan a party? Simple awards for outstanding bank books and exhibits of books, projects and reviews complete the enterprise.

Readers in Silhouette. On a long strip of beaverboard place a drawing or silhouette of the library entrance. The silhouette may be cut from black construction paper. From the same paper are cut childish figures five inches in height. When a child joins the reading activity or club his name is written in white ink on one of the figures, which is then attached to the beaverboard with a thumb tack. When he has read a book, a narrow strip of gummed kindergarten paper in a bright color is attached to his silhouette as an armband. It will help in carrying out this plan if the paper silhouettes are arranged on the beaverboard with some attention to alphabetic order. A notation as to books read will need to be made at the desk so that the "armbands" may be attached during leisure moments.

Jigsaw puzzles made from book jackets mounted on heavy cardboard have been used to interest children in reading the books themselves. The pieces making up each puzzle are placed in a sealed envelope, bearing the legend "Boys," "Girls" (or both) and the grade for which the book is suitable. In the lower right corner is a number corresponding to one in a key list. After a child has selected a puzzle and put it together he is encouraged to read the book. Extensions of the plan consist in having the child's reading recorded or recognized by one of the many methods discussed elsewhere.

A crossword puzzle based on names of authors and titles of well-known books has been used by at least one librarian in the elementary school. In this case, the puzzle was made large enough to display on a bulletin board and a class worked it

out as the librarian read the definitions to them. (See *Wilson Library Bulletin* 17:137, October, 1942, for the puzzle itself.) A group of older pupils might enjoy making up their own puzzles. (For another puzzle see first *ACTIVITY BOOK*, p.149.)

A Book Convention utilizes dolls as delegates. These dolls are dressed to represent literary characters and the "Convention" opens when they begin (through the mouths of pupil interpreters) to tell their stories. The same idea might be worked out by having pupils in costume hold a literary convention.

Heroes Today and Yesterday. A newspaper portrait of a popular war hero brought about a decision on the part of a fifth grade class to concentrate its reading on heroes. The answer to the question "What makes a person a hero?" led to much reading of biographies, and discussion thereof. As a main project, the members of the class joined in producing a book on heroes (clippings, biographies written by pupils, etc.) Lesser individual and group projects included the dramatization of incidents in the lives of famous heroes, a scrapbook of contemporary heroes, a diorama of Grenfell adrift on an ice pan. Other possibilities will undoubtedly come to the minds of teachers, librarians and pupils cooperating in such a project.

Stories that lead on. The discussion of dog stories in an eighth grade English class was a natural steppingstone to the serious study of dog life through books located in the library. To find the books, the use of subject entries in the catalog was necessary, and then and there the inquiring pupils had a demonstration of the *practical* uses of this library tool. *The Readers' Guide* came into use in connection with the same enterprise.

Lists of stories that at the high school level lead on to other books of fiction have been prepared. One of the best is Roos' *What Shall We Read Next?*⁴ In the elementary field, Anne

⁴ Roos, J. C. *What Shall We Read Next? A Program of Reading Sequences*. Rev. ed. H. W. Wilson, 1940. (Reading for Background series)

T. Eaton's *Reading with Children* (Viking Press, 1940) can be used by librarian and teachers in lieu of a steppingstone list.

READING ACTIVITIES IN HIGH SCHOOL

Beginning in the junior high and on through the senior high, reading experiences and activities for the pupil of average ability or better are naturally on an increasing scale of seriousness and maturity. In this connection, the high school librarian can scarcely do better than to dip into Monograph No. 8 of the National Council of Teachers of English, entitled *Conducting Experiences in English*,⁵ a report of a committee headed by Angela M. Broening.

For the retarded or unwilling reader, on the other hand, the most important matter from the point of view of the librarian is probably that of ascertaining by hook or by crook a subject—anything from how to be beautiful to airplane construction—in which the pupil is, or may be, interested; then finding reading materials sufficiently mature in content but simple as to text; and finally, finding ways to bring pupil and text together.⁶ Largely, this has to be a process of personal guidance—perhaps ascertaining the pupil's hobby, helping him develop it through reading, exhibiting the final product—always in close cooperation with members of the English department and counseling staff if there is one.

Because of this one boy (or one girl) aspect of the remedial activity and its step-by-step nature, not much more can be done here than to indicate some lists compiled with the backward or reluctant reader in view, then to trust to the native ingenuity of teachers and librarians to pick out or invent the particular project, device or approach that will turn the trick. The list follows. But incidentally it may be noted that at least one junior high school librarian has found that reading

⁵ National Council of Teachers of English Committee; Angela M. Broening, Chairman. *Conducting Experiences in English*. (Monograph No. 8) Appleton-Century, 1939.

⁶ Smith, N. B. "Reorienting Remedial Reading in a Natural Setting—the Library." *Educational Method* 19:156-62, December, 1939.

aloud "sells" a book better than talking about it. And another lays emphasis on the well-known facts that pictures help enormously and that a short book is far more likely to "take" than a long one.

BOOKS FOR SLOW OR RELUCTANT READERS IN
JUNIOR OR SENIOR HIGH

CALIFORNIA LIBRARY ASSOCIATION. Section for Work with Boys and Girls. "Choosing the Right Book." The Association, 1939. (Reprinted from the Elementary English Review, January, 1939)

Includes a section for the junior high school age.

CARPENTER, H. M. Gateways to American History. H. W. Wilson, 1942.

A graded list for slow learners in the junior high, which is also useful in the senior high.

COLUMBIA UNIVERSITY. TEACHERS COLLEGE LIBRARY. Books for Older Boys and Girls with Low Reading Abilities. Teachers College Library, 1937. (Classroom Literature vol.4, no.6. Mimeographed)

MATSON, CHARLOTTE, and WURZBURG, DOROTHY. Books for Tired Eyes. A.L.A., 1940.

Books in large print.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. We Build Together. The Council, 1943.

A guide to Negro life and literature for elementary and high schools. Negro boys and girls are sometimes reluctant readers because the materials offered them are not within their range of interest. These books may help.

STRANG, RUTH, AND OTHERS. Gateways to Readable Books. H. W. Wilson, 1944.

NOTE: The *Reader's Digest* "Reading Improvement Program," prepared by Persons and Center, is used by some teachers and should be known to the school librarian. It consists of sixteen pages of reading and vocabulary exercises bound into school copies of the *Reader's Digest*. There is also a Teachers Key. Libraries may secure the monthly supplements at cost. Address *Reader's Digest* Educational Department, 353 Fourth Ave., New York, N.Y., for further details.

Naturally, no school librarian who does not first of all know her books and who, secondly, is not an expert in reading

guidance can hope to excel in activities designed for either the normal or the unadjusted reader. But since it is not the function of the present volume to prepare the inexperienced librarian in either of these aspects of her work,⁷ let us proceed at once to some useful activities, in addition to the many radio and like projects covered in Chapter I, which may be tried with pupils at the secondary school level. It should be borne in mind, however, that school and library environment may have more to do with the stimulation of reading on the part of both well-adjusted and maladjusted pupils than the most elaborate of library projects. Thus, if the school has an activity program, many of the projects under way in any or all departments cannot be carried out without reading. And since pupils are very likely to be interested in at least some of these activities, they are bound to discover that reading is too important to be neglected and that the library is too valuable a source of information to be overlooked. All of which is only to repeat that anything that goes on in the school may lead to reading—if the library has the books, a welcoming atmosphere, and a librarian who measures up to the opportunities presented.

World literature is one of the newer fields covered in the modern high school curriculum. (See also, p.96, 116.) The literature studied may be read either in the original or in translation, or both, and may be presented as a part of the English curriculum or as one aspect of foreign language study, or it may comprise units in world history. In any case, dependence on the library is inevitable. Lists for reading must be compiled; discussions, dramatizations must be planned. Constantly, the library will be in the middle, servicing groups from, let us say, an English class engaged in dramatizing incidents from *Don Quixote*, or a group in advanced French preparing to review the work of French dramatists or essayists in a class in world history or world literature.

⁷ See, however, suggestions made at the end of this chapter for the librarian's reading in these fields.

"Books that Hitler Burned" is the caption for an exhibit or a list of books of importance in world literature. Curiosity is depended upon to lead at least a few pupils to read the classics included just to find out why a dictator would be afraid of them. It is possible also to develop the idea expressed in the heading as a project in English or history. "What books would (or did) a dictator burn, and why?" asks the teacher; and with that beginning the project is on.

Subject trends in contemporary writing have been experimented with as bases for the organization of literature units in which the library plays an indispensable part. Take "Family Life." Beginning with Clarence Day's *Life With Father* and running the gamut of *Mrs. Miniver*, *You Can't Take It With You*, *Big Family* and *The Forsyte Saga*, such a unit introduces pupils to a wide range of literature, present and past. (See p.170-71.) Another unit may be built around the fiction and biography of professional life—books about or by doctors, lawyers, preachers, social workers—heroes of everyday life to be compared, perhaps, with better-known heroes of history, mythology, reform and the like. The librarian works intimately with teachers and pupils in the carrying out of such reading projects, useful alike in the English class or in the reading club.

Forty questions on biographies provide a welcome change from the usual questions on books of fiction or fictitious characters. The forty questions may be prepared by pupils who have read the books. A list compiled by Emma L. Patterson appears in the *Wilson Library Bulletin* 17:120-24, October, 1942. Here are two examples. (Numbers in parenthesis indicate clues which can be added if no one identifies the character from the original description.)

The neighbors thought we were crazy, my husband and I. For four years we spent most of our time in an old shed back of our house boiling and stirring muddy looking liquid in great

cauldrons. Those days were the most heroic and happiest days of our life together. Who was I?

- (1) Polish, married Frenchman
- (2) Husband killed suddenly
- (3) Daughter very stylish (Marie Curie)

I sent an elephant to Connecticut to do plowing on a small farm. Who was I?

- (1) Introduced Jenny Lind to America
- (2) Exhibited General Tom Thumb (P. T. Barnum)

The Ten Best Magazine Articles of the Month is a project to interest older pupils. When a class or a committee has selected the articles, they should be listed and carefully annotated for use on a poster or for publication in the school paper. Variations of the plan are **The Ten Best Scientific Articles**, **The Ten Best Essays**, etc. Pupil lists, when completed, may be compared with the monthly lists posted in many public libraries.

New books received by the library may be turned over to the English department for review. Pupils' comments, together with those of the teachers, are bound in a loose-leaf notebook for use in the department; or they may be filed with other reviews in a special file in the library. An excellent variation of this plan is to turn new books over to the department most interested in their subject matter. In other respects the activity is unchanged.

A senior essay involving extensive reading and reference work is required of the graduates in certain high schools. Besides working with the librarian on selecting his reading, the student compiles a bibliography and in other ways approximates the techniques involved in a college thesis.

A survey of home libraries may be sponsored by the English department or library club and carried out with the cooperation of the entire student body, who are asked to bring in complete lists of all the books available in their homes. The usefulness of such a survey to the librarian and teachers need

not be pointed out. But pupils themselves stand to gain from the process, since the survey opens the way for a discussion of the essentials of a home library, the making of advisory lists, and the selection of essential reference tools. (See also p.160-61 and first ACTIVITY BOOK, p.68-69, for survey of city and state library resources and p.89-90, for reading survey.)

A philosophy of life may not mean much to boys and girls when discussed in the abstract. But the analysis of novels and biographies to ascertain what was the philosophy of the leading character may be better than many lectures. It may also offer a new approach to reading and a method of side-stepping the conventional "book report."

Book selection by pupils and critical book reviewing (see p.57-58) are both growing in favor as activities for secondary school pupils. Each is developed in a manner to simulate the professional work of librarians and reviewers, necessitating the exercise of critical judgment and the use of professional book-selection and book-reviewing tools.

Without question, the seed sown by Heller and La Brant in their monograph on *The Librarian and the Teacher of English*⁸ accounts for the recent rich flowering of such projects. "In the high school and certainly after high school days are over," say these two authors, "the boy or girl is faced with a great sweep of current literature from which selection for reading must be made." And in addition, there is the literature of the past to be considered. Hence the procedures suggested for the actual selection of books for the school library are a definite contribution to the solution of problems that will confront the boy or girl not only as a youth but also as an adult.

In a nutshell, the activity described by Heller and La Brant is this: A small sum of money is set aside in the library budget for the purchase of recent publications to be selected

⁸ Heller, F. M., and La Brant, L. L. *The Librarian and the Teacher of English*. A.L.A., 1938. p.45-57. (Experimenting Together series)

by the senior English class. As a means of securing a wide subject range in choices, voluntary committees agree to cover books in the various fields which the group as a whole thinks should be represented. Conferences with librarian and teachers follow, as well as trips to bookstores and investigation of titles through available book-reviewing periodicals, such as the *New York Times Book Review*, reviews in the *Atlantic Monthly*, *Harpers*, the *New Republic*, *The Booklist* and *Publishers' Weekly*. Committee reports to the class are followed by very serious discussion and the weighing of one title against another from the points of view of usefulness and importance. Some months after the books have been purchased and placed in use, librarian, English teacher and class meet together to discuss the wisdom of the choices made in the light of experience. Mistakes in judgment are chalked up, and a set of final criteria is developed for future use.

In another school a similar project developed out of a pupil's question of why the library didn't get some good books to read. What followed was a series of steps very similar to those just outlined.⁹

A student council operating in cooperation with the library and the English department was responsible for another development of the original plan. In this case, pupils first collected the money to cover their purchases by establishing a "Penny Day" each week, at which time members of English classes voluntarily contributed as many pennies as they wished to a Student Readers Fund devoted to the purchase of books *recommended each week by the pupils* through their English classes. Final selection from the many recommendations made was in the hands of a student board of five selected by the council from a list of fifteen to twenty eligibles nominated by the English department. The librarian acted as sponsor for the board and made available to teachers and board members the best book-reviewing periodicals as well as discriminating annotations from sources like *The Booklist*. Experience proved

⁹ For full account, see *Educational Method* 19:193-96, December, 1939.

that to facilitate final selection as well as to limit it to desirable titles it was essential to develop a written policy covering such problems as classics, supplementary material, cheap reprints and reference books. It was also discovered that if the books were to capture the attention of the entire student body, it was important to have all grades represented, i.e., freshmen, sophomores, juniors and seniors.

"Fine Books with Fine Money" suggests a project in which pupils help to select illustrated or rare books, although the more immediate purpose may be to reduce irritation in connection with the assessment of fines. Perhaps, too, it may be easier in some schools to devote fine money to a book-selection project on the part of pupils than to struggle with the red tape incidental to financing such a project out of regular budget appropriations.

Literary field trips to book fairs, such as fairs organized by publishers and booksellers in New York City and elsewhere, and to county book fairs like those sponsored by the W. H. Kellogg Foundation in Michigan have also been utilized as experiences in book selection, though in most cases the titles selected were for an imaginary library and did not lead to actual purchase. Undoubtedly young visitors to book fairs gain most from the experience if they have definite quests in mind. Armed with notebooks and pencils, and instructed beforehand as to the information essential to ordering (author, title, publisher, price), a class, or an entire rural school, may spend a profitable half day deciding what to buy.

Leaving book selection by pupils, we turn to a group of projects which bear a direct relationship to national emphasis on the "good neighbor" policy and racial tolerance:

Projects in intercultural relations make heavy demands on the library. Among resources sure to be called for are ballads and folk literature, outstanding foreign novels, pictures and

books dealing with the arts and crafts of other countries, well-written histories and biographies and books of travel, magazines like *Common Ground*, radio scripts like those used in the "Brave New World" series, recordings of foreign music, of American compositions like *The Ballad for Americans*, or of famous Negro spirituals, volumes on folk dancing, costume books and costume plates. (For fuller development of ideas suggested below, plus bibliography, consult U.S. Office of Education. Education and National Defense series. Pamphlet no.10, 1942.)

Foreign culture exhibits may well be placed in the library. Bits of lace, embroidery, pottery, paintings and other objects brought in by pupils are accompanied by books of travel, biography and history, and by novels and children's stories with appropriate locale.

Foreign Authors I Have Read suggests (a) making a list of books read, and (b) looking up the authors to ascertain their nationalities. Such an enterprise ties in well with the effort of the school to promote international friendliness and understanding. Many pupils, both in the lower and the upper grades, will be surprised to find how many of the stories, the poems and other items they have read are of British authorship or have come to us as translations from other tongues. (See further, *WORLD LITERATURE*, p.90.)

The reading of dialect verse (T. A. Daly's Italian poems, Dunbar's poems in Negro dialect) is a good introduction to our own varying accents and dialects and helps to create tolerance for the broken speech of the foreign-born.

Thumbnail biographies of outstanding leaders in racial groups may be prepared by pupils through the use of library resources. A collection of such biographies written by a class or a club may be exhibited in the library together with the more interesting sources from which materials were drawn.

Getting Acquainted with Our Forebears may become a reading project in which pupils not only learn what they can from their parents but read widely concerning the contributions of foreigners to American culture. Books of biography and the writings of Adamic, Riis, and other similar authors will be useful here.

THE USE OF BOOKS AS TOOLS

In some respects a well-administered school library operates like certain philanthropic educational agencies that make a practice of promoting experimental programs in schools and colleges with the understanding that if the experiment proves worth while it will in the end be definitely taken over by the host institution.

In similar fashion a school library, keenly aware of a service that should be developed to what it believes will be the benefit of the school or of one of the instructional departments, takes the initiative by stocking appropriate reading and reference materials, publicizing them, and offering instruction in their use. Then gradually, as the experiment "takes," the library hands over more and more of the instructional function to the department most concerned—never definitely stepping out of the picture, but constantly encouraging the kind of cooperation that ties whatever instruction is given into the daily work and experiences of pupils in the department.

So far has this movement progressed that in some schools the old "unit" course of ten or twelve library lessons given by the librarian has been laid aside. Except for one or two introductory or orientation sessions with the librarian in charge, instruction is fully integrated with content fields, being introduced when and where the activity program of the department demands.

A musical reference problem, entertainingly described by Bohman and Dillon in their *The Librarian and the Teacher of Music*,¹⁰ is a case in point. The term "gavotte" appearing

¹⁰ Bohman, E. L., and Dillon, Josephine. *The Librarian and the Teacher of Music*. A.L.A., 1942. p.4 (Experimenting Together series)

on the program of a coming concert required definition and a member of the sixth grade became a committee of one to ascertain its meaning. Confronted with a musical dictionary the contents of which was subdivided into three main sections, he had first to decide whether he was searching "for the definition of a musical term, for a musician, or for a place." The correct section having been determined, it was necessary to locate the word in its proper alphabetic setting somewhere between "gamba" and "gazel" and other foreign-looking terms. Arrived at "gavotte" he discovered only a cross reference to "Dances." Following up the cross reference, he found: "Gavotte. Old French (from 16th c.). Rhythm duple or quadruple, beginning with the second half of measure." In this confusing situation, the librarian came to the rescue with a suggestion that he use the unabridged English dictionary; and this done, "the pieces of the puzzle finally came together. As the first to carry back the information, he had tasted blood, and was to be seen again hunting down clue after clue."

Although not all schools can or will follow so fully integrated a plan for library instruction, the fact remains that, as in the case of reading, so much of the finest instruction in library use is tied in with curricular work that in the present book much of it must be sought in chapters dealing with those fields. However, there are given below, with only slight reference to the curricular fields involved, a few projects in addition to those offered in the first *ACTIVITY BOOK*.

The first is a good example of how a reading activity may provide practice in the use of biographical reference tools. Abbreviated from the Los Angeles City Schools' *Road Maps and Treasure Hunts*,¹¹ here it is:

A biography unit grew out of the desire of a group of ninth graders to study about "real" people. In the library, they looked over the biography shelves and studied copies of *Who's Who in America*, *Who's Who*, and *Who's Who Among North*

¹¹ Los Angeles City Schools. *Road Maps and Treasure Hunts*. 1940. p.46-47. (School Publication no.345)

American Authors. To make sure they understood the abbreviations, each pupil copied and brought to class for discussion the biography of a person whose name began with the same initial letter as the pupil's own. Also, each borrowed from the library a biography or an autobiography that he thought he would like to read outside of class. As assigned reading, all perused Mary Antin's *At School in the Promised Land*, which was then compared with the "free reading" biographies. Next, an adult was interviewed and his biography was written for a future edition of *Who's Who in America*, and in the same manner each pupil wrote his own biography. Finally a radio program high-lighting the familiar "Lives of great men all remind us" was prepared for broadcasting to the school over the public address system. (See account of this radio program, p.24.) Included in the program were three lively talks by pupils who had had an interesting time planning their own biographies for the 1965 edition of *Who's Who in America*.

A School Who's Who is an enterprise which stirs school pride and, like the foregoing, provides drill in the use of an important reference tool. A committee conducts a search through old school annuals or newspapers for outstanding members of former classes who are now people of mature years. The names are then searched in *Who's Who in America*, the biographies of any persons found there are copied, and newspaper publicity or posters are provided covering the roll of graduates "whom Blanktown High School delights to honor."

Turning now to a few projects devoted specifically to the development of bibliographic and related skills, we have the following:

Making a glossary. Since glossaries are extremely important in connection with the perusal of a subject with which the student is not familiar, their usefulness may well be impressed on his mind. The method is to have pupils engaged in learning how to use the library compile their own glossary of library

and bibliographical terms. To give a fillip to the enterprise, the suggestion may be made that someone with a rhyming instinct may enjoy setting up his definitions in the form of nonsense verse.

The making of an index for a book that needs one is most heartily recommended by at least one librarian as a method of cultivating facility in reference work. "Analysis and synthesis come to be rather thoroughly shaken together in this process, and each improves the other." If the index grows out of a felt need, as when a class wishes to use a book but finds it difficult to refer to because of the lack of an index, the motivation is perfect. A committee is appointed to work with teacher and librarian, or both, and the work of the committee is followed by the class, each member volunteering his own suggestions for entries and dropping them into a box in which the index slips made by committee members are also filed. Careful analysis of the purposes of the index must necessarily be made, indexes in other books must be examined, and methods of procedure painstakingly worked out with the advice of the librarian. The careful reading aloud of a few paragraphs, with the class making notes of subjects which should be brought out, proves a desirable introduction to the actual indexing and leads to the statement of principles that must be followed. Problems of alphabetizing, of cross-referencing and the like are met and solved, and someone finally volunteers to type the supposedly finished index. In so doing, she conscientiously copies errors in spelling and alphabetizing, which leads to the necessity for careful editing and proofreading. When the corrected and retyped index is finally pasted into the book, the pride of the class is great. Incidentally, each member's ability to use other book tools is definitely increased.

It is obvious that throughout this activity, the librarian is an intimate and active partner. Without constant supervision and suggestion a problem in indexing inevitably goes astray. With it, the benefits may be far-reaching.

The following magazine-index project is much simpler:

Readers' Guide entries may be prepared for articles in a recent school magazine *not indexed* in *Readers' Guide*. Such subject, author and title entries as seem necessary are made on cards and the cards are interfiled with those made by other members of the class. Information on the cards, of course, follows real *Readers' Guide* entries as to form. (For another magazine-indexing project, see first ACTIVITY BOOK, p.44-45.)

The listing of government publications in correct form has become important in these days when bulletins and pamphlets of use in the school pour by the hundreds from the Government Printing Office. After a talk by the librarian suggesting the simplest possible methods for entering such publications in a bibliography, each pupil tries his hand at listing a few documents on such subjects as occupations, child labor, or irrigation. The Melinat and Hirshberg subject index to government publications (announced for publication 1945) or entries in *Readers' Guide* may be consulted for form.

An activity such as the one above *may possibly be* tied in with pupil study of departments of government and what they do, though it should be realized that determining the proper entry for most government publications is much too difficult, even for members of the library club or committee, without constant aid from the librarian. Nevertheless, experimentation on the part of pupil groups has its values, since it tends to develop skill in the identification of items listed in the card catalog.

The listing of pamphlets (other than government publications) in correct form involves similar skills, and it too may be experimented with.

Quizzes dealing with books and libraries are always in order. Those that follow have been tried out here and there, the first being an attempt to check (with a smile) pupil interest in and

use of the library. Only a few of the questions are given below, but they are indicative of how such a device may be interlarded with bits of humor that will not be lost on an appreciative pupil group.

A library quiz:

Which of these interests you most when you go to the library?

- a. The way the books are shelved?
- b. The way the librarian remembers books?
- c. The way the hands on the electric clock jerk?

How may a pupil borrow books from the public library?

- a. By using his dad's card?
- b. By using his own card?
- c. By borrowing it from the school library after that library has secured it from the public library?

Reviews of picture plays may be found in

- a. —
- b. —
- c. —

A quiz contest consisting of questions about library tools and their uses has been used as a method of informal instruction. The questions are arranged in sets of ten each and are given out to the contestants on request. A Quiz Board lists the contestants and records the number of questions answered correctly by each.

The contest will have added interest if it includes real projects, e.g., making a map of the library or making some article from instructions found in a library book. In one school the prize for answering ten questions correctly consisted of allowing the successful contestant his choice of several new books to take home to read. As each book was returned, a bookplate with the following legend was placed in it: "This book has been placed on the library shelves to record the achievement of (name of pupil signed by himself) in a library quiz contest (date)." (For another quiz, see **THE BATTLE OF THE BOOKS**, p.23.)

Any "Information Please," "Quiz Kids," or "Professor Quiz" period carried out by pupils themselves naturally leads to the use of reference tools. The leader and committee on questions must be sure they have the right information; pupils preparing questions must as a rule base them on information gained through reading or the use of reference tools; the "experts" may wish to check on their own answers. In special departments, quizzes may be organized and carried out like spelling bees, the aim being to encourage use of library resources particularly helpful in the special field. Such a quiz, report teachers and librarians, provides powerful motivation for the handling of reference books.

Most plans for library instruction include activities which have as their aim pupil appreciation of the craftsmanship involved in bookmaking and a love of beautiful books. To this end:

Discussions of beautiful books and exhibits of books illustrated by famous artists help elementary school pupils develop taste. Discussion may follow a brief talk by the librarian in which she shows some finely made books, taking care to use words the children will like to learn and use, e.g., headpieces, tailpieces, insets, double spreads, marginal illustrations. After the talk and discussion, a committee may be appointed to find and exhibit all the books in the library illustrated by a particular artist. (See Gardiner, Jewel, and Baisden, Leo. *Administering Library Service in the Elementary School*. A.L.A., 1941. p.134.)

Here is another approach to the same field:

Rare books are examined in museums or libraries if such are available, or through pictures in volumes on the history of printing. Following this, pupils meet in the library or a classroom to hear a talk by the librarian on the history of printing and perhaps one from a local book collector who brings with him some illuminated manuscripts, real or copied, and a few

volumes from famous older presses, as well as examples of fine work by modern presses such as those of Nash or Grabhorn. As a follow-up, pupils write themes or otherwise prepare for presentation in English or history classes such facts as they have gleaned relating to the history of printing or the hobby of book collecting.

"My Hobby" is the title of a booklet prepared by a pupil. It is complete, with illustrations and text, proper title page, preface or foreword, table of contents, bibliography and index. Because of pupil interest in the content, the preparation of the booklet may be a better follow-up of instruction on the parts of a book than formal quizzes or drill on definition. It is possible to carry this activity even further and have the pupil prepare author, title and subject cards for his book, to be inserted in a classroom catalog with similar cards for other pupil-made hobby books.

To the many devices for acquainting pupils with the book classification system used in libraries this one may be added:

A decoding exercise. With a simple classification scheme before them pupils decode a paragraph like this:

"All Marshall 371 are now living in 979.4, though they 910 in 940. Some have even gone into 943, but are very glad to be back in good old 973 where they always can get good 070, 641, and 796." (See *Wilson Library Bulletin* 16:160, October, 1941.)

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Case studies of low and high I Q high school pupils.

"The Retarded Reader and the Library; a Symposium." *Library Journal* 62:53-58, January 15, 1937.

UNIVERSITY OF CHICAGO CONFERENCE ON READING, 1942. Co-operative Effort in Schools To Improve Reading; Proceedings of the Conference, vol.IV. University of Chicago, Department of Education, 1942. (Supplementary Educational Monographs, no.56)

Up-to-date, stimulating reading for the librarian.

NOTE: These references provide no more than glimpses at problems which have been studied at length by such experts as Betts, Center and Persons, Smith (Dora V.), Strang, Gates and others whose writings should be known to all school librarians. (For lists of books for retarded readers, see p.89.)

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MINNEAPOLIS SENIOR HIGH SCHOOL LIBRARIANS. *Pupil Assistants in the School Library*. Minneapolis Public Schools, Board of Education Library, 1935. (Mimeographed)

The "suggested experiences to aid learning" should be consulted.

MOTT, CAROLYN, and BAISDEN, L. B. *Children's Library Lesson Book*. Scribner, 1937.

A workbook planned for use with the authors' *Children's Book on How To Use Books and Libraries*.

SCRIPTURE, ELIZABETH, and GREER, M. R. *Find It Yourself!* 2d ed., rev. H. W. Wilson, 1943.

Consult "Other Problems" indicated at the end of most chapters.

NOTE: Write to the publishers of dictionaries and encyclopedias for free material on games and other projects providing experience in the use of their publications.

¹² (Supplementary to the list appearing in the first *ACTIVITY BOOK* p.158-59.)

PART III
LIBRARY AND CURRICULUM

From a broad point of view, the title of Part III is a misnomer. For, as has been brought out before, few activities in which the school library has a part fail to bear a relationship to the school curriculum if by that we understand "the sum total of educational experience in which . . . students are involved."

But, as was explained in Part I, convenience and a sensible regard for the more or less traditional patterns of curriculum organization, which still widely exist, both argue the advisability of grouping certain activities according to the subject fields in which they originate or to which they are most closely related.

This, it turns out, is more easily managed at the high school level than on the elementary; for in the average school system, the process of obliterating borderlines between various subject areas has not gone as far in the upper grades as in the lower. However, even in the elementary school, some things are still pretty definitely mathematics or natural science or home economics. And so the compiler has dared, even here, to pin subject labels on classroom enterprises which involve the library.

CHAPTER V

LANGUAGE ARTS

The term "language arts" is used by the curriculum makers to cover both English and foreign languages in their reading, literary and expressional phases.

But in the field of English, the reading and literary phases have already been covered in this book because of the fact that the library is the laboratory where a large proportion of class-initiated activities are worked out. Consequently there is left for consideration in the present chapter chiefly the expressional phase of English: projects developing out of word study, composition, speech, and, in the high school, special courses in journalism, public speaking, dramatics, creative writing, and so on. And even here the coverage must necessarily be thin; for many of the skills involved in expression are implicit in the carrying out of *all* the activities in which the library is concerned.

ENGLISH—THE EXPRESSIONAL PHASE

"Experiences—vicarious or real—are the stuff of communication." So says the curriculum maker, suggesting further that the motivation for communication by language comes primarily from a desire to share experience—to convey ideas and feelings by means of words.

For the library, perhaps the most significant aspect of such an approach to training in the use of language is the emphasis placed upon vicarious experience—particularly the experience acquired by the pupil through the use of books and other graphic materials. All these the library supplies, at the same

time giving guidance in the use of such materials.

Take the high school class in public speaking, for example. That practice in the oral presentation of ideas will be most effective which assures that the "stuff" to be presented is related to the practical or emotional experience of the speaker—in other words, to something in which he has an initial interest, which can be widened or deepened by a search for information and by reading for vicarious emotional experience.

Scouting for material, then, becomes an essential aspect of class activity, and the library a happy hunting ground. Here, through the use of indexes, files, anthologies, quotation books and dictionaries of phrase and fable, as well as through factual reading and excursions into the field of imaginative literature, aspiring platform speakers broaden personal knowledge and add richness to personal experience.

Another interesting aspect of the expressional phase of English is its emphasis upon content as well as form. No longer do pupils express themselves in a vacuum surrounded by rules for paragraphing and punctuation. No longer do they prepare themes on abstract topics—"Loneliness," "Beauty," "Friendship." Instead, they write and speak concretely (except, perhaps, for verse writing or imaginative fiction) of the world in which they live: "The Dog Next Door," "What it Takes to Be An Air Hostess," "The Plight of the Japanese-American." Or perhaps they select as the theme for the semester a topic with broad ramifications and develop it as a social enterprise, working as individuals on special reports, and as a committee of the whole, or in groups, to develop auditorium programs, broadcasts or dramatic performances.

An excellent example is furnished by a project captioned from Louis Adamic's book, **"Two-Way Passage."** "Passage Here" provides opportunity for reports on immigration and notable immigrants, with a chance to dramatize the manner of their coming, their exploits and their continuing gifts to America. "Passage There" sets the stage for discussion of

what America can give the world in the way of democratic ideals, or opens for consideration the objectionable features in the spread of American "culture" via the popular movie.

Playwriting based on cultural heritages is a project similar in aim, which has been experimented with successfully. Here pupils select some aspect of the cultural heritage of the American community as the subject for dramatization, preferably a subject pertinent to the local community. All available library resources are called into service, including visual materials. A documentary play on the life of a Negro in White Plains, N.Y., was one of the results of such a project in that locality.

General trends should have been sufficiently indicated by the two projects above outlined. And if at this point the reader perusing these pages will glance back at the opening chapter, the reasons for not pursuing further these aspects of expressional English will be evident. For there, under the head of MOVIE, RADIO, FORUM AND PANEL, a variety of activities is presented which might just as well appear here. The first **ACTIVITY BOOK** also adds its quota. And so, instead of duplicating, we move on to a little group of activities which have to do with word study.

The contrast between everyday and learned words is nicely vitalized by newspaper reports on such incidents as Roosevelt's revision of "terminate the illumination" to a simple "put out the light," or on the airman's famous report, "Sighted sub; sank same." Pupils are encouraged to scan the daily papers at home and in the library for examples of similarly terse and simple English, or of its opposite—a learned vocabulary that can be translated into the language of everyday. A list of quotations illustrative of the forcefulness of simple words may finally be prepared.

Word stories from classical mythology have proved of interest, both to students of English and of the classical languages.

Beginning with expressions used in some current context, such as "Latin America, Our Achilles Heel," or "A Herculean Task," each pupil volunteers to look up the story behind a word with which he is familiar, writes the story briefly, and reads or tells it to the class.

"Stops"¹ is the title of an attractive little book in the pages of which, to quote the introduction, punctuation is "deflated" from its customary "owlish" aspects and given a somewhat "sportive" air. Placed in the library, the pictographs and exaggerated punctuation marks which decorate its pages may help an eye-minded pupil here and there to pay attention, not to his p's and q's but to his commas and semicolons, and may also result in posters depicting desirable uses for these marks.

Vocabulary bees. As a habit-forming potion leading to the dictionary, Oscar McPherson recommends Hart and Lejeune's *The Growing Vocabulary*.² Placed on the shelves in the library, it offers catchy true-false tests and questionnaires which may be used in connection with vocabulary bees patterned after the traditional spelling bee.

Basic English, its vocabulary and use, may be reported on. Or pupils may be interested in ascertaining or enlarging the size of their own vocabularies in comparison with "Basic." (See also p.119.)

JOURNALISM

Turning to journalism, it is well to note that its purposes have in certain instances been expanded beyond the customary "helping boys and girls to gather, evaluate, interpret and present significant information." Today's course may be concerned

¹ *Stops*. Middlebury, Vt.; Middlebury College Pr., 1941.

² Hart, Archibald, and Lejeune, F. A. *The Growing Vocabulary; Fun and Adventure with Words*. Dutton, 1940.

also with helping them to buy and to read newspapers and other periodicals intelligently and with showing them the way to cope with problems of propaganda.

All of these aims, but more especially the latter two, imply much for the library. Unless the classroom or members of the class themselves subscribe for sample newspapers, the library will need to have on hand current examples of excellent journalism, so that through actually seeing and handling them pupils may develop background for critical evaluation.

The identification of propaganda (see further, p.158) is something else; for propaganda may be either good or bad, and though almost any newspaper will furnish examples of both, certain sheets blatantly propagandistic in tone will be needed if the class is going into the matter with any degree of thoroughness. Just what the library's function is to be in this situation must be carefully determined with the aid and advice of the administrative officers of the school as well as with the instructors concerned, for here is dynamite. It is possible that a statement of policy worked out by a group of school librarians and reported in *The Library in the School*³ may help in making decisions. If the library has a conference room, illustrative material, good, bad and indifferent, may perhaps be displayed there from time to time for the use of groups assigned to work under the supervision of an instructor.

Background reading. Many journalism teachers think only of books dealing with techniques of writing, reporting, publishing and the like when compiling reading courses for their students. But a report of the National Commission on Cooperative Curriculum Planning,⁴ suggests that reading activities must be much broader. General background, reports this commission, is just as important for the prospective journalist as is technical information. "It is axiomatic that the student

³ Fargo, L. F. *The Library in the School*. 3d ed. A.L.A., 1939. p.226.

⁴ National Commission on Cooperative Curriculum Planning. *The Subject Fields in General Education*. Appleton-Century, 1941. p.72.

must know what he is going to write about before he begins to write." The cultivation of a background that includes information in the fields of art, music, politics, economics, science and literature is indicated. Making up an important part of the library reading list should be "such books as Allen's *Since Yesterday*; Charles and Mary Beard's *America in Mid-Passage*; Gunther's *Inside Europe* and *Inside Asia*; Leighton's *Five Cities*; . . . Thorpe's *America at the Movies*, and Levant's *A Smattering of Ignorance*."

While teachers may differ as to the most desirable background titles, the fact remains that he who is to be an excellent newspaper man must also be an excellent reader. Among the types of reading which should be definitely encouraged is the biographical. It is a healthful experience, suggests the report mentioned above, for adolescents to meet, even secondhand, such persons as Vincent Sheean, Lincoln Steffens, Walter Duranty, and Irene Kuhn. Gunnar Horn's *Background Readings for Journalism* (Reading for Background series, H. W. Wilson, 1940) may be useful here.

Somewhere along the line, activities may well develop which add to the prospective journalist's respect for and interest in foreign languages. Perhaps he makes a list of foreign phrases caught in newspaper columns or of classical allusions, such as "Trojan horse activities," or of trade names appearing in advertisements and based on folk literature or classical mythology.

The Journalist's Handy Reference Library suggests a project in which the journalism class, after careful examination of the books, makes a list of titles preeminently useful to the busy newspaperman. Included in it will certainly be a volume dealing with correct English usage, or a writer's handbook dealing to some extent with the same. Perhaps the *World Almanac* will be included because it is inexpensive, up to date, and of general good quality. Other titles will naturally suggest themselves. A dictionary? If so, what one? Abridged or unabridged? The class must decide—always on the basis

of examination and use and with the guidance of librarian and teacher.

Columns and columnists (including women's columns). This is a topic equally appropriate for activity development in connection with journalism or vocational guidance. A group of pupils first search newspapers for pages or columns devoted to special interests. In class the content of a number of such pages or columns is compared and evaluated, and individual pupils undertake to look up and report on such columnists as appear to be outstanding. Reports should emphasize backgrounds, training, methods of work and compensation, and reasons why or why not the work of the columnist in question should be considered authoritative. As a final gesture, the profession of columnist may be discussed in the light of these biographical reports and of added information drawn from the many reliable vocational sources which should be available in the library.

If women's columns are under investigation, it will be informational as well as amusing to compare some of the advice to the lovelorn type with books on library shelves by standard authors dealing with similar problems. (See further, *BEAUTY COLUMN*, p.172.)

FOREIGN LANGUAGES

The traditional objectives of foreign language study are to acquire a vocabulary and to learn to use it correctly and effectively in speaking and writing. But the present-day educator sees far more than this in his course in French, Latin, German or Spanish. Here, he says, is an unusual opportunity to develop a sympathetic understanding of other peoples: their culture, their ways of thinking and acting, their social and political institutions. And here is an equal opportunity, by way of comparison and evaluation, to enrich our own national culture and way of life. The development of a world consciousness as against a narrow nationalism is also in his mind, as is "the progressive development of a conception of

the English language as a composite affair." Nor does he miss the vocational and avocational significance of foreign language study. In music and in commerce, on the radio, in the fields of scientific discovery, journalism and diplomacy exist occupational opportunities which he can use to emphasize the dollars-and-cents values in such study in the case of pupils (and their parents, perhaps) who are inclined to measure educational activities from a purely practical point of view.

While the degree to which such objectives can be pursued is limited by the two-year course common in so many schools, the considerations suggested above are seldom completely overlooked, if for no other reason than that the modern textbook emphasizes them by way of suggestions for reading and subjects for investigation. So here, as elsewhere, the library comes into the picture. For excursions beyond the text its resources and its alertness to capitalize on pupil interest are invaluable.

Types of library activities to be fostered were pretty well covered in the first ACTIVITY BOOK, and more appear in the present volume in connection with the teaching of the social sciences, in which relationship they may perhaps more naturally occur—although nearly always with the active cooperation of language teachers and their classes. (See further, p.121-22.)

The study of world literature (in English) is, of course, another related area where the library functions extensively. (See p.90.) Then, too, the survey courses in the language and culture of various countries which are now appearing in the curricula of some high schools should be recognized by the librarian as opportunity for unusual participation in the school program. Such courses may be given in English or in the foreign language itself. The aims of one such course (in French culture) may be stated as follows: to provide for pupils whose programs would otherwise not include a foreign language some insight into and appreciation of French civilization. The aim is acquaintanceship rather than knowledge, and the cultivation of intelligent and informed interest. To

the study of a simple text such as *Une Aventure en français* are added reading and other activities having to do with such matters as music, art, the governmental system. Reading (in English) of biographies, travel books and the like is required and encouraged, as is preparation of notebooks and scrapbooks filled with small projects: lists of great writers and musicians, historical timetables, the words of songs, notes on reading undertaken after seeing a film such as *The Life of Emile Zola*. Always an effort is made to suit projects to the backgrounds and capacities of individual pupils.⁵

It is scarcely necessary to add that if, in connection with any of the above, wide reading is to be encouraged, it will not be enough simply to post lists. Either classes must be brought to the library to spend an occasional hour looking over suggested reading materials, or those materials must be sent to the classroom for similar examination, preferably with the librarian going along to answer questions and to interpret materials firsthand.

Among titles which will be useful to librarians and language teachers alike in planning appropriate activities are the following:

JOHNSON, L. B. "Opportunities for Correlation in Foreign Language Study." *Modern Language Journal* 21:315-22, February, 1937.

Useful suggestions for activities that reach over into such fields as home economics, history, music and art.

SABIN, F. E. *Classical Myths that Live Today*. Rev. and enl. Silver Burdett, 1940.

The suggested readings, the questions for review and the "Questions for Someone With Initiative" are all suggestive of activities worth pursuing. And the suggestions for projects appearing as an appendix are invaluable.

On the library shelves or in its bibliography file should also be available the numbers of the "Reading for Background"

⁵For notes on titles useful in survey courses see Arndt, C. O., and Kirkpatrick, Robert. "Exploring Foreign Languages and Cultures." *Modern Language Journal* 25:435-42, March, 1941.

series⁶ which deal with foreign countries and their literature:

Brooks, A. R.	Readings for French, Latin, German.
Galván, S. M.	Readings on Latin America.
La Manna, L. C.	Readings for Italian.
Williams, Mabel.	Books about Spain.

During World War II the U.S. Office of Education also issued a number of pamphlet reading lists dealing particularly with our neighbors to the south.⁷ Among them was:

LASSALLE, E. S. Arts, Crafts and Customs of Our Neighbor Republics. (U.S. Office of Education Bulletin, 1942, no.2)

And now to the activities themselves. First comes one having social significance:

Famous Americans of foreign birth. Here attention is directed to famous people like Steinmetz, Schurz, Lily Pons, Schumann-Heink, and Riis. The biographies of such individuals not only afford background useful in the study of a language but have social values that should not be overlooked.

Next come ideas for underlining the vocational significance of language study:

Government positions involving knowledge of foreign languages are reported on in some detail, certain publications issued by the U.S. government, as well as periodical articles and vocational booklets of recent date, providing necessary information. Among topics considered are: (1) What kinds of

⁶ Reading for Background. A series of reading lists for teachers and students published by the H. W. Wilson Co. in cooperation with the School Libraries Section of the Division of Libraries for Children and Young People of the A.L.A. Prices range from 12 cents to 35 cents, depending on the number purchased. Consult *Wilson Publications* (the company's catalog) or its *Standard Catalog for High School Libraries*.

⁷ Since war publications are more or less ephemeral in nature, it will probably be best to write to the U.S. Office of Education, Washington, D.C., or to the U.S. Superintendent of Documents, Washington, D.C., to ascertain what lists on foreign countries are still available.

academic backgrounds offer the best opportunities? (2) To what kinds of work are persons with foreign language training assigned? (3) Where are the positions? (4) What do they pay? (5) How many such positions are filled each year? (6) How does one go about getting such a position? (7) How does the Civil Service go about recruiting for such positions? (8) How often are examinations held? (See Bishop, R. E. "Government Uses of Foreign Languages." In *Modern Language Journal* 27:333-38, May, 1943.)

Positions in commerce may be treated in much the same manner as indicated above except that here one will resort primarily to current vocational publications.

The development and use of "**basic**" languages may be looked up in connection with foreign commerce. Much interesting information will be found in periodical publications.

Radio broadcasts by pupils, either over the school's own public address system or over a central broadcasting station sponsored by the board of education (as in New York City and Cleveland), are not infrequently made by foreign language groups. Or a mock radio program is staged in the school assembly, such as a make-believe interview in Spanish with a visiting celebrity. Here are the titles of series of broadcasts put on by the pupils in different high schools in one city: High Spots in French Literature; With the Time Machine into the Past; Famous Figures of the Italian Renaissance; We Look at Latin America. Whatever the methods used or whatever the topics covered, it is obvious that these projects will rely heavily on the library. In fact, certain of the programs may be developed in the library consultation room in the presence of books, pictures and magazine articles.

WRUL, the World Wide Broadcasting Foundation station, is known to foreign language pupils who have become acquainted as listeners. The history and uses of this station in a world at war make a story that is not only of intense interest

but full of useful suggestion. The story has been written up in some of our American magazines. Why not a report on it in class?

Honorary reading clubs have been established in certain foreign language departments as incentives to reading. The titles perused by pupils are either in a foreign tongue or in English, depending upon circumstances, and are not limited to formal "supplementary texts" but include translations of literary value, stories and poems, books of travel and biography.

Clubs meet during activity periods or class hours to listen to comments or reports on the reading covered. Card files of the pupils' own annotations on titles read are prepared, as well as posters and short lists. Rewards in the nature of extra credit or honorary mention are given, or the reading may be "just for fun" or for additional background. For the most part, only brighter pupils are interested in carrying on, but they welcome the opportunity. If the school library itself lacks essential titles, a cooperative plan for their supply through the public library is arranged.

Classical mythology in English poetry provides a fruitful field of reading for students of Latin. After proper classroom motivation, they set out to discover and to read famous poems having mythological backgrounds. Gayley's *Classic Myths* and volumes of classical quotations come into use as keys.

Singing, with or without the use of records, is frequently indulged in. Songbooks or records, or both, may be borrowed from the library, or through it from an outside audio-visual distributing center.

Marionette shows based on simple stories like *Ferdinand* have been prepared for presentation at a school function such as parent's night. The book is first translated into a language being studied, after which art department, shops and home

economics groups aid with scenery, costumes, lighting and stage. And of course the library aids *all* groups by assisting in the discovery of printed materials useful in carrying out the project.

The gods in science, business and art (or other fields) comprise a series of projects in which the names of the various Greek and Roman gods are sought in present-day usage or publications (mercury, a metal; "Mercury," a trade name, mercurial, applied to temperament) and the reasons for such usage are written up or reported on. Volumes like Frances E. Sabin's *Classical Myths that Live Today* prove valuable here, as well as encyclopedias and the traditional books on mythology. (See also WORD STORIES, p.111-12.)

Place names and personal names of foreign derivation are of interest to foreign language students. With a few clues from teacher or librarian as to regions of the United States settled by racial groups, lists of place names may be made from maps, and their derivation and meaning looked up. Or, for example, a girl who has a friend named Valerie may be happy to look up in the library the meaning of that name.

Names of common flowers (the anemone, the pasque flower) have classical derivations, many of them ascertainable through the use of the dictionary.

Modern languages and the social sciences. In the case of a Spanish class, an article in the *Bulletin of the Pan American Union* dealing with a subject of current interest in the economic or social field is translated, briefed and discussed in the Spanish classroom and then presented by prearrangement to the class in economics. Timely topics in the field of international relations are similarly presented in history classes. Reciprocally, students of economics and history look up and discuss economic conditions in Latin-American countries, or historic incidents, and report on them to the Spanish class.

The writing of menus (in French) interests girls and provides excellent motivation for the use of dictionaries as well as cookbooks.

Holiday programs in French, Spanish or any other language are developed very much like similar programs in English. The preparation of announcements or invitations sends pupils hurrying to dictionaries and books on etiquette; appropriate poems must be sought, as well as reading materials to be used as a basis for essays, lantern lectures (by pupils) or speeches. If dramatizations are to be attempted, books devoted to amateur dramatics will be needed and so will songbooks and records.

The Life and Times of Cicero (or Caesar or historic figures in national life other than Roman) suggests activities of varying extent. Simplest of all are reports from members of the class on the individual in question and on such matters as home life, customs, games and dress. More extended activities involve the making of model houses, the preparation of skits for presentation in class, the use of records, slides and movie shorts. It is obvious that the library will be called upon to function in many ways and that the tie-ups with work in history classes and with historical materials are very close.

A French calendar (or a Spanish, German, Italian or Latin one) may be prepared, different members of the class becoming responsible for each month. Large sheets are used, and in addition to days of the week and names of the month, there are inserted mottoes, famous events, characteristic drawings, names of writers, artists and literary men whose birthdays should be remembered. Outstanding monthly sheets may be exhibited in the library with, perhaps, books covering events or persons accorded special mention. The work on each sheet should, of course, be undertaken far enough in advance to insure its completion before the month arrives.

CHAPTER VI

SCIENCE—GENERAL AND BIOLOGICAL

“General science,” as presented in the secondary school, pays little attention to subject boundaries such as those once commonly fixed for botany, zoology, astronomy, physics and the like. And in the elementary school, science is apt to be just “science” whether it has to do with bird study or the stars. Therefore the only reason for the segregation of activities in this chapter and the next under the headings “general,” “biological” and “physical” is purely a matter of convenience. So numerous and so varied have become the scientific enterprises in which the modern school library plays a part that they cannot well be covered in a single chapter. And this, by the way, is worth noting by those, if there still are some, who think of the library as primarily an English and history laboratory.

Let us begin with the briefest possible glance at general aims in the field of science and follow with types of library enterprises useful all along the line.

THE AIMS OF SCIENTIFIC INSTRUCTION

It is a long way from the “pure science” of early school curricula to the much more “practical” science of today. While knowledge of scientific principles is not minimized, far more emphasis is given to scientific generalization, to the acquisition of scientific attitudes, and to the habitual use of scientific method. To adjust himself to the modern social order built on wheels, tools, electric energy and synthetic products, it is important for the young person to understand important

scientific generalizations and the application of them to everyday living. "Good science teaching leads young people to understand the significant phenomena in their worlds and the ways in which they may change those phenomena to suit their own purposes." Thus, knowledge of cloud forms and weather phenomena are related to the problems of flight; the study of light and color may be tied in with photographic processes and the use of color in art; chemistry is related to such everyday matters as cosmetics and soap; and the study of any field of science has vocational bearings that the modern instructor does not fail to emphasize.

Obviously, all this goes far beyond the test tubes of the laboratory, requiring investigation on the part of the pupil not only of natural phenomena but of subjects all the way from patent medicines and quack advertisements to problems involved in color photography. In the course of such investigation the path leads as regularly to the library as to the world of the out-of-doors or the manufacturing plant; and knowledge of how to use library tools, such as card catalogs, periodical indexes and special reference volumes, is as important as dexterity in manipulating the apparatus of the laboratory.

HELP FOR THE LIBRARIAN

For the librarian whose background is literary rather than scientific, and for others also, a little book by Siebens and Bartlett in the A.L.A. "Experimenting Together" series (see list, p.125) should be on the "must" list of professional aids, being valuable not only for its point of view but for the enterprises it describes. As a follow-up, the inexperienced librarian or the one lacking scientific background can scarcely do better than to peruse a few of the outstanding course syllabi coming from educational sources. Among the most interesting that the present compiler has happened upon, and at the same time the most suggestive and practical, are two emanating from the Cleveland, Ohio, Public Schools. Their titles appear in the list on the following page.

CLEVELAND BOARD OF EDUCATION SCIENCE SYLLABI:

Book I. Biological Science: New Health Departures for Biology; New General Departures for Biology. 1943. (Mimeographed)

Book II. New Departures for Senior Science: New Departures for Physics; New Departures for Chemistry. 1943. (Mimeographed)

Each of these is replete with suggestions for pupil activity involving the library and supplemented by an up-to-date bibliography covering an unusually wide variety of materials. Priced at \$1.25 each, they may be ordered from the Cleveland Board of Education Publications Division. (Send money order or check.)

SIEBENS, C. R., and BARTLETT, WARREN. The Librarian and the Teacher of Science. A.L.A., 1942. (Experimenting Together series)

ACTIVITIES USEFUL ALL ALONG THE LINE

Reading is a vital scientific activity. Siebens and Bartlett in their brochure noted above state:

Not only are the facts of science acquired through reading, but a comprehension of the "feel" of larger situations can grip the child. It is one thing to understand the construction of an airplane; it is another to sense what flying means to Anne Lindbergh. The text and class experiments can give a fair picture of what bacteria are and how they can be grown, but it takes such a book as *An American Doctor's Odyssey* to present the broader application of bacteriology to the welfare of mankind.

To this testimony may obviously be added the fact that scientific vocations open up in great numbers through the biographies of doctors, explorers, chemists and the like, and that the reading of such biographies also spurs pupils to individual and group activity.

Science reading periods in the library may include the free or directed reading of books, pamphlets and periodicals; book discussion periods in which the teacher, the librarian, the pupils, and occasionally an outside guest, participate; instruc-

tion in the use of or introduction to reference tools of value to science pupils in carrying out specific projects.

Book reviewing before clubs and assemblies should be encouraged. Recent scientific publications are selected, and the reviews are carefully prepared to bring out interest, authenticity, and contributions to knowledge.

How-to-do books may play a large part in scientific education. Such titles as *Glass Blowing and Working for Amateurs* by Bolas and scores of others offer starting points for a great variety of scientific projects.

List making on the part of pupils may eventuate from scientific reading, just as it does in other fields. Listing has values as a spur to the careful perusal of worth-while titles and as a social enterprise, since successive classes profit through the efforts of those preceding. In one school, report Siebens and Bartlett, each pupil in the science department volunteered to read and report on one scientific book a month. The reports were kept very simple, being primarily an expression of the reader's judgment as to the suitability of the book for inclusion in a science reading list. On the basis of such reports collected over a considerable period of time, a list was compiled and issued for the use of incoming classes.

An exhibit corner in the library also has its uses:

A corner . . . with three sections of empty shelves has been labeled "Science Corner" and turned over to the science classes. These shelves are filled each week by students completing an experiment or exhibit in any phase of science that interests them! Complex projects, like models of atom smashers, to simple experiments, such as buoyancy of liquids—using a fresh egg floating in salt water, are being used. The library's science books may be placed beside the exhibits open to the page illustrating the experiment. Accompanying each exhibit are brief explanations typed by the Typing Department. So far, the scheme has been very successful! It pro-

vides a motivation to the science classes because each student feels "the entire school is looking at my work."¹

Displays. In another school the science department is in charge of a glass display case in the library which is provided with exhibits appropriate to the time of year or in line with current interests. Pupils working with their science instructors or members of a science club may plan and arrange such displays. In one case, two live horned toads cavorted to call attention to selected books on fish and reptiles. In another school, the birthdays of famous scientists and anniversaries of famous scientific events are commemorated. Example: Gutenberg and the invention of printing.

Old scientific books may be displayed. They will be amusing as well as useful in indicating the advances of science.

The "Good Old Days"—and Now. Here is an idea which can be developed in connection with almost any branch of scientific instruction. (See COMMON FOOD SUPERSTITIONS, p.133.) Pupils begin by dipping into such books as Cohn's *The Good Old Days*, or Shepherd's *Science Marches On*. Noting traditional methods of dealing with sickness, food preservation or the like, they report to the class, contrasting what they have read with modern methods of dealing with the same problem.

The Will to Discover suggests a series of programs or class reports dealing with the persevering qualities of great scientists. Suggestions from librarian and teacher as to biographies to be consulted in this field will undoubtedly be needed, but the rest is a matter of industrious reading on the part of pupils.

Answering the question, "**Are most scientific discoveries made accidentally?**" will introduce pupils to the work of scientific

¹ Minneapolis Public Schools Library Instruction Committee. *Classroom Instruction, Pupils' Use of Books, and the Junior High School Library*. Minneapolis Public Schools Board of Education Library, 1942. p.18.

laboratories like Nela Park. It should also open up many vocational possibilities. For this reason the preparation of an oral report has repercussions in several directions. It is possible that in the final development of the project slides or moving pictures may be employed. As in many other cases, the librarian may be asked to help in the location and borrowing of visual aids as well as books and magazine articles.

BIOLOGICAL SCIENCE

In entering upon the description of activities appropriate in connection with specific courses in science, it is important to remember that while in one school, curriculum units dealing with, let us say, bacteria occur in biology, in another they appear in home economics or social science. This being the case, it is obvious that the only possible procedure open to the compiler in presenting activities pertinent to these chameleon-like units is to allocate them arbitrarily among the various subject fields. In the pages that follow, this has been done. Frequent cross references and the index suggest other subject areas in which they may also prove useful.

Library materials for a class in biology were in one school thoroughly investigated by members of the class as a preliminary to regular class work. Working together, the librarian and the teacher arranged on a convenient table the books and pamphlets most likely to be of use. Subsequently, these materials were thoroughly investigated by pupils working as committees and reporting back to their classmates the contents of books obviously adapted to their purposes. Later, all members of the class were given time to browse among the titles reported on and presumably to note titles worth remembering either for reference purposes or for supplementary reading.

The social significance of bacteriology is emphasized by reading and reporting on discoveries in this field which have borne

fruit in the way of better sanitation, food preservation, the prevention of disease. Library material of a biographical nature will be particularly useful here because it personalizes what might otherwise be passed by as useful but uninteresting fact. In similar fashion, **the economic significance** of plant fungi is brought out when pupils read about such subjects as the control of wheat rust in relation to the farmer's profits.

Fisherman's Luck in the Making is the catch title for an activity related to biology, or perhaps a special unit on conservation of natural resources. After pupils have visited a fish hatchery or have read about hatcheries and their methods and made reports, such topics as the following may be discussed: state laws governing fishing; the habits and life cycles of particular fish as related to fishing and the fishing industry; types of nets, traps and the like used in commercial fishery. Somewhere along the line a few literary essays may be read, as well as some classic fish stories. An enthusiastic young angler may wish to make up a display of fishing tackle to go with an exhibit of worth-while books for the fisherman.

First aid for the aquarium. A group of younger children, observing what appear to be signs of ill health on the part of their aquatic pets, decides to send a delegation to the library to find out what should be done to bring health back to the goldfish, the turtle and the snails. With the help of the librarian they locate through Rue's *Subject Index to Books for Primary Grades* titles bearing on the care of the inhabitants of the aquarium. Having read these, they consult with the science teacher and go about remedying the adverse conditions that are interfering with the health of their water friends.

How Marine Life Serves Us suggests activities of particular interest to seashore communities. The shells, seaweed, fish, crabs and other marine specimens collected or examined in aquariums or museums all pose problems of coloration, habitat and food that must be looked up and reported on, to say

nothing of follow-up problems concerned with methods of catching and preparing for market, food values, commercial importance, and so on. Narratives dealing with whaling, diving, fishing, sponge gathering and the like will be of interest and are suggestive for vocational opportunities.

Water Pressure in Relation to Life is a topic holding many possibilities for the encouragement of reading and research. Accounts of deep-sea diving, scientific exploration under water by Beebe, variations in life forms at different depths, tables of pressure at varying depths—the opportunities are exceptionally numerous for profitable and entertaining reading, for research, for the use of slides and films in connection with pupil-prepared lectures. A companion project might be called **Air Pressure and Life**; and this too, should provide fascinating excursions via books—this time into the field of aviation and the stratosphere.

Animals, plants and other life forms in literature. Some of the finest writing in the English language has dealt with the forms of life around us, and students of science should not miss this fact. Probably most are familiar with a number of dog stories and poems dealing with household pets; but many will get no further unless enterprises are fostered which bring them into contact with the writings of men like Peattie, Hudson and Burroughs, to mention but a few. There are beautiful poems that should be known, too. The best motivation for voluntary reading undoubtedly comes by way of the well-read teacher who finds time to drop a word here and there about an author or a book that sends pupils to the library. On the side of required reading are reports in class on literary masterpieces related to the unit of work being pursued: essays on birds, poems descriptive of prairie grass, Beebe's descriptions of deep-sea life. Bibliographies will be needed, and these the pupils may build up themselves, adding titles (with their own annotations) to a card list kept in the laboratory or filed in the library.

Scientific scrapbooks have been compiled by younger pupils who find and copy verses dealing with birds, stars, flowers, or other objects of interest. One fourth-grade group compiled a book on **Insect Friends and Foes** including table of contents, glossary, a bibliography, and a collection of their own poems:

“There’s an insect crawling on the rug;
He’s going to fight another bug.”

Life histories of injurious insects like the Japanese beetle, together with discussion of steps necessary to control the invasion of the local community by such pests, may be prepared from materials in the library, including national and state agricultural bulletins. To make such a project most effective, reports should go beyond science into the field of social science, i.e., into economic problems, health problems, problems in landscape gardening (don’t set out shrubs that are hosts to injurious insects). Related stories and biographies may be read, for example, the story of the grasshopper invasion in Rose Wilder Lane’s *Let the Hurricane Roar*, the life of Walter Reed. Films and slides may be borrowed through the library, or pictures for use in a reflectoscope when amateur lecturers present their findings to the class.

Quarantine laws, federal and state, directed against plants and insects may be searched in the library and reported to the class. And **vocations involving the study of insects** may also be covered by reports from interested pupils. Here again there is a wide opportunity for biographical reading and for the use of government publications, especially those from the United States Bureau of Entomology.

Food and shelter for the birds in winter may seem a rather worn topic considering how much is made of the subject throughout the school curriculum. But among the newer projects is one in planning home grounds (garden, shrubbery) to supply winter needs of birds. It will be quite a project before it is completed, for not only will the food habits of

birds have to be ascertained but names of shrubs and plants which may be expected to do well under local climatic conditions.

Gardening projects (see further, p.62) should have their repercussions in the library. Along with a collection of books and pamphlets that pupils have found useful may be displayed a model vegetable garden in miniature or a diagram of one. Other displays might consist of a few useful hand tools, samples of soil, seed packets, a model hothouse frame. A list of books on vegetable gardening, annotated by pupils who have used them, will be appreciated by other amateur gardeners. Flower gardening may be treated similarly, except that here science impinges upon art and two departments may be drawn into the picture. There are vocational aspects, too, which may be featured by books on landscape gardening.

Although gardening at home or in school has long been a favorite project, one wonders how many enthusiastic young wielders of spade and hoe have been encouraged to go beyond the science and art of gardening to its literature? Why not have among the activities of the garden club the reading of poems and essays and stories (Damon's *A Sense of Humus* belongs in the group) dealing with the woes and the satisfactions of making things grow—and perhaps the philosophy too.

The growing of house plants in pots or window boxes and **the making of terrariums** are projects in which the library may assume an important part. For where else may complete instructions be found? There is help for the individual gardener in bulletins and magazine articles; and bibliographies prepared by successful gardeners may start other amateurs on the way.

The care of trees on the pupil's home grounds is a project involving the use of library materials on pruning, spraying and other important matters. If a number of pupils are carrying out such projects, a bibliography and an exhibit of books and pamphlets are in order.

Common food superstitions is a topic as well suited for investigation and report in the class in science as in home economics. Starting with some older dictum such as "Love apples (tomatoes) are poisonous," pupils may collect from their own families or from books examples of food and digestive superstitions now exploded, and may get a glimpse of how scientists go about proving what is harmful and what is not.

Classical mythology in scientific terminology. Pupils in biology are accustomed to the use of Latin words in connection with classification systems for plants and animals. But the myths behind the names of plants, flowers, stars and the like should not be missed. The activities to be instituted to bring the myths out need not be lengthy or onerous—just a trip to the library when the word "iris" is encountered, for example, or a display in class of a book dealing with the mythology of stars. The chances are that someone will want to read it, or at least portions of it, and report on it either in the science class or in English.

Health Heroes may well become the subject of a science club program, an auditorium program, or a classroom project. Louis Pasteur, Robert Koch, Edward Jenner, E. L. Trudeau, Marie Curie, Walter Reed, and Dr. Wassell of World War II fame have all been written about in fascinating fashion, and the work of a number has been shown in films. Instead of formal book reports on biographies read, there are opportunities for dramatization; or dramatic incidents may be selected for retelling in class.

In schools where health units occur as a part of the course of study in biology, the following projects, indicative of the application of scientific method to everyday problems outside the classroom, should be of interest:

Medical nostrums. Pupils are first encouraged to read and assemble medical advertisements, making note of such fre-

quently used terms as fumigation, disinfectants, germicides, sterilization, antiseptics. Definitions of these words are then sought in texts or dictionaries and their use in the advertisements is discussed critically. Further examination of the advertisements, or of labels on bottles, provides a list of ingredients supposed to relieve pain. The next step is to consult publications of such organizations as Consumers Union and Consumers' Research, or books like Kallet and Schlink's *100,000,000 Guinea Pigs* to ascertain the true physiological effects of such ingredients. For convenience in working out such a project, either groups of pupils may be given a laboratory period for work in the library or the librarian may send to the classroom for temporary use a collection of books, pamphlets and periodicals covering the field.²

The Decease of John Smith is a project in which a circumstantial account of Mr. Smith's demise is presented to the class in mimeographed form. Mr. Smith went rabbit hunting, bagged three rabbits, and cut his finger while dressing them. Later, he grew ill, developed a feeling of dizziness. Other details of his illness and what was done about it follow. Then comes the crux of the project in the form of statements to be evaluated or discussed: "Mr. Smith died of rabbit fever"; "Mrs. Smith displayed evidence of poor thinking"; and so on. These statements are so managed as not to emphasize the diagnosis by the pupil of Mr. Smith's ailment, but rather the proper procedures for the patient and his family in the face of sudden illness. Before the case of Mr. Smith is disposed of, the library's entire collection of books on home nursing, first aid and kindred topics should have been called into use.³

Common colds and what to do about them may appear to

² Project derived from a general unit "Conquering Dangerous Microbes" taken from "Materials for a Course of Study in Biology," Cleveland Board of Education, Cleveland, Ohio.

³ Project suggested in "Materials for a Course of Study in Biology," Cleveland Board of Education, Cleveland, Ohio.

some to be a better topic for a magazine article or a health bulletin than the subject of an activity suited to classes in biology, physiology or personal regimen. Nevertheless, a good many science classes are delving into just such subjects and calling on the library for the materials to implement their research, e.g., the health pamphlets of the Metropolitan Life Insurance Company, reports of the United States Public Health Service, publications of the American Medical Association and, of course, standard works on physiology and hygiene. Besides reading articles on the subject, pupils may seek statistical data about absenteeism due to colds, and the dollars and cents cost of such absences. Other aspects of the subject, such as ventilation, clothing and the like, readily suggest themselves.

Seeing-eye dogs are of interest to everyone, and reports on their training and use may well supplement discussion of sight conservation. **The education of the blind** (page Helen Keller on the biography shelf) and the various forms of type used by them (Braille, Moon), as well as gadgets for the study of mathematics and other subjects, will be intensely interesting subjects for reading by some pupil who perhaps has a blind relative.

PHYSICAL SCIENCES

The activities of science clubs seem more apt to be concerned with the physical sciences than with the biological—perhaps because membership is predominantly masculine. Where there exists such a club, the librarian may expect to be bombarded with requests for literature which means little to her, but which means everything to the boys and the science teacher directing them. So she supplies herself with every possible list emanating from reliable sources, reads reviews and turns them over to her patrons for consideration, and lends a willing ear to all requests for the use of bulletin boards and exhibit space. Incidentally, she quite likely does some pretty tough reading herself, acknowledging under her breath that she at least wishes to *look* intelligent when the school's budding aviators and chemurgical experts swarm in.

Since the varying aspects of science club activities were pretty well covered in the first **ACTIVITY BOOK** (p.60-63) they will not be repeated. But attention should be drawn to the enormous increase in the use of films in the scientific field. In ways that are discussed at some length in Chapter I of the present book, the science club *and the library* are sure to be involved.

Typical questions and subjects for investigation which send high school pupils to the library follow:

Are concrete and adobe stone?

One of the highest paid positions in a dry-cleaning plant is that of "spotter." What knowledge must this person possess to make his work so valuable?

What is a stethoscope, and who invented it?

What would have to be done to abate the "smoke nuisance" in our city?

Find out how Michelson measured the speed at which light travels.

Study the most efficient methods of street-lighting and then answer this question: How do the street lights and automobile signal lights in our city compare with the best now available? Or study best methods in home-lighting and compare with the lighting in your home. Or, what about the lighting in our schoolroom? What simple measures on our part will help to improve it?

What weather hazards do flyers encounter, and how can they be overcome?

Investigate the following: soapless soap; the manufacture of plastics; synthetic rubber—sources and manufacture.

The Sky Above Us is the title of a sixth grade project set forth in the proceedings of a recent conference on efforts to improve reading.¹ To some librarians it may come as a surprise that a unit in reading should be developed around a scientific subject. But the aim was *purposeful* reading, and astronomy was chosen because it is a subject of rather general interest and also because, to a greater degree than in other scientific fields, information must be derived from books rather than from experimentation. Moreover, as this enterprise demonstrates, subject boundaries are not a matter of consequence in many a modern school, particularly in the lower grades.

In selecting books, periodicals and pamphlets appropriate to the unit, pains were taken to provide not only simple reading within the grasp of average pupils, but other more advanced titles for those with exceptional ability. The types of reading made available were:

Straight factual material including discussion of superstitions
Factual books in story form, as imaginary trips to sun, moon and planets

¹ University of Chicago Conference on Reading, 1942. *Co-operative Effort in Schools To Improve Reading; Proceedings of the Conference, vol. IV*. University of Chicago, Department of Education, 1942. (Supplementary Educational Monographs no. 56)

Myths about the moon and constellations—to develop appreciation of the long road up which science has come
Accounts of the discovery of distant planets
Manuals providing directions for observation and experiment

Among the concepts developed in the unit were some requiring observation, as: "The moon seems to change shape as it travels around the earth"; "The sun has a big family of planets." The timing of such observation being important, charts, sky maps and almanacs came into use, to say nothing of visual aids in the way of photographs, diagrams and moving pictures.

Individual investigation followed class projects, each pupil being furnished with a problem and a reading guide. Here is a typical problem: "People used to think the world would come to an end if we were to go through the tail of a comet. What has made them change their minds?" When brighter pupils had completed their assignments, they were given opportunity to read on such subjects as time-telling and the history of the calendar. An assembly program in which pupils described to others what they had learned completed the work of the unit.

Astronomical projects are favorites in the high school as well as in the grades, as is indicated by this paragraph appearing in a high school science syllabus:

Most students find that a study of the planets and the stars is a fascinating subject. The manner in which the modern books on astronomy treat this topic is little short of the style and technique used by the best detective stories. Yet this manner of presentation does not cheapen the oldest of the sciences nor is there any loss in a scientific accuracy. On the contrary, the books are so interestingly written and are so profusely illustrated that one cannot help learning a great many facts which ordinarily might be lost to all but the exceptional student.²

² Cleveland Board of Education. "A Scientific View of the Universe." In [Science syllabi] Book II *Physical Science; New Departures for Physics*, 1943. p.3.

Among the topics which the syllabus suggests for investigation through such books are: theories covering the sun's apparently inexhaustible supply of energy; reforming the calendar; the possibility of life on Mars or Venus; the history of astronomy, with particular attention to early beliefs and concepts. Information acquired through reading, it is further suggested, may be presented to the class in the form of straight reports or round table discussion. (See further, activities indexed under **TIME**, **CALENDAR**, etc.)

The construction of telescopes by amateurs, many of them high school pupils, is an activity of such widespread interest that during World War II the United States government made good use of the skill in lens grinding attained by such amateurs. Since the construction of a telescope requires much research and the use of varied diagrams and drawings, library resources are bound to be in demand.

The relation of geography to history and culture is emphasized in both science and social science units and offers endless possibilities for the use of the library. Nomadism, pastoral life, life in prehistoric ages, primitive races of the present time (there are fascinating books of travel to be perused here), Indian lore and culture, ceremonial customs, human habitats—all these can be investigated and used as the basis for reports, models and exhibits. All along the line, any good library has a wealth of illustrated, readable books, and quite likely, pictures, films and even recordings.

Aeronautics has become a standard field of study since our entrance into World War II. Here is a sampling of the projects that develop out of such study:

The gyroscope being one of the many mechanisms used in flying, a pupil may take as his special project not only the demonstration of the principles it involves but a report on various types of gyroscopic inventions. It is obvious that

similar projects may be developed dealing with other aspects of flying such as the use of radio, temperature and pressure gauges, and other instruments providing the aviator with the scientific information essential to successful flight.

Aerial photography. Considering the interest which many pupils have in photography, and the prevalence of aerial pictures in all our magazines, an excursion into the field of aerial photography should hold great possibilities. Among topics to be investigated would be types of cameras, making mosaics, reading aerial photographs, topographic mapping.

From Icarus to the Flying Fortress may be the title of a book already written, or about to be. But it can also serve as a catchy topic for a series of reports in class, for an auditorium program, for a bibliography, or for an exhibit of models, drawings *and books*, sponsored by the science club. Among the personages to be looked up will be Leonardo Da Vinci, the Montgolfier brothers, J. A. C. Charles, Rozier and the Marquis d'Arlandes, Lilienthal and Chanute, Langley, the Wright brothers.

The identification of airplanes, both as to general type and as to specific plane (Mustang, Hell-Cat, Lightning) is a fascinating problem in which the use of books and pictures found in the library will greatly aid. Seaplanes may likewise be identified.

The weather. With the advent of the airplane, the weather has become a matter of far greater interest than formerly. In the library this interest may be reflected in various ways. Pupil committees prepare bibliographies on the weather and on clouds and their significance, including books, periodical articles and pamphlets, which are legion. If the interest of English instructors is enlisted, themes and oral reports based on reading eventuate. Somewhere on a bulletin board is posted a weather chart (obtainable from the local weather bureau) accompanied by an explanation, written by a science

student, of how to use it. Barometers, weather stones and old-fashioned weather glasses may also find their way into the library, accompanied by bibliographies dealing with their history and use.

So it goes without the library's becoming a physics laboratory, for the objects appear more or less one at a time, following rising tides of interest, group study and experimentation. In all possible ways, the library *reflects* the laboratory and underwrites it; but it does not aim to be a science laboratory or even a science museum unless general supervision of such a museum housed in a detached room is combined with supervision of the library proper.

Weather folklore is an interesting subject for investigation. When pupils have set down all the weather "sayings" they can think of, such as "Rain before seven, quit before eleven," a trip to the library reference shelves is indicated. Depending upon how familiar pupils already are with reference tools, the teacher may offer clues such as, "How about trying Brewer's *Dictionary of Phrase and Fable* or Hoyt's *Cyclopedia of Practical Quotations*?"

The weather in literature is a topic which may interest a pupil who is keener about literature than he, or more likely *she*, is about the general run of classroom work in science. Among poems readily thought of are Whittier's "Snowbound" and Carl Sandburg's "Fog." Subject indexes to poetry, both adult and juvenile, come into use here.

Photographic processes. Photography is sure to enter the library in many guises (see Index) and so a display of processes, prepared for the exhibit case by a class in physics should get plenty of attention. Of course books on amateur photography should accompany the exhibit, and a list of "tried and true" titles recommended by pupils who have found them helpful. Vocational opportunities may also be indicated.

Science in the home is a suggestive topic for bulletin board and exhibit case. Classes in physics or chemistry, working with teachers and librarian, may introduce other members of the school to numerous government bulletins, pamphlets and books on household mechanics. The work and publications of consumers' research organizations should not be overlooked.

Air conditioning is suggested in one science syllabus as a topic suited to development as a radio skit to be produced over the school public address system and later recorded for use with subsequent classes. Points which should be covered are: the treatment of indoor air for comfort and health—circulation, purity, moisture, temperature; the need for insulation, and methods and types of insulation. Samples of insulating materials collected by pupils may be exhibited along with appropriate reading materials.

Fluorescent lighting is a topic of practical as well as scientific interest and may be made the subject of varied investigations, demonstrations and exhibits of personal significance to every pupil in school. Handbooks of industrial and residential lighting practice are used, as well as articles relating to eyestrain, and the exhibits developed accordingly. (See further, p.182.)

"Lord Kelvin and his Stove With a Jacket" might prove an interesting report in connection with a unit on heat.

Refrigeration Yesterday and Today suggests an activity dealing with the history of man's efforts to preserve food and to provide himself with cool water, cool air, and cool food. It fits equally well into a course in physics or home economics. Pamphlets on file in the library from governmental and industrial sources, as well as magazine articles, books and encyclopedias, will be called into play before the project is completed, and models of primitive cooling apparatus may be exhibited alongside pictures of modern refrigerators and air-

conditioning equipment. Reports on the "quick freeze" industry will also be in order, as well as the account of how engineers froze an entire hill to prevent its sliding into the river while Grand Coulee Dam was under construction.

Noise prevention has been widely discussed and investigated from the point of view of its relation to effective study and to health. In connection with units on sound, there are also such topics as sound insulation and problems in acoustical engineering, both of which are practical matters frequently discussed in scientific periodicals. As elsewhere, the opportunities for careers in such fields may be revealed, as well as the scientific procedures involved. Some pupils will undoubtedly be interested in looking up the instruments used in measuring sound intensity, the making of one-hundred-percent noise-proof laboratories, the building of noise-proof bedrooms. All investigations made by pupils may be tied into a noise abatement campaign in the school featured in auditorium programs, radio skits and the like.

Time and the calendar provide many topics for investigation, for the making of models for exhibits, for discussion. Here are some: Celestial clocks, water clocks, hourglasses, sundials, the Julian, Hebrew and Gregorian calendars, daylight saving, the radium time clock. Since time and time devices have been favorite themes with poets, reference to quotation books and poetry indexes will bring to light many a gem in verse worth knowing about.

"**The Story of Weights and Measures**" is the title of a brochure put out by the American Council on Education which may well provide the background for one or more radio skits or auditorium programs.

The Diesel engine and transportation is a topic which has many possibilities for development via the library. Such questions as "Will the Diesel supplant the gas engine in our automo-

biles?" are timely and can be used as the basis for class reports, discussions or debates. Nor should the economic implications of the questions be forgotten: the effect of wider use of the internal combustion engine on the gasoline industry, on our national supply of gasoline. Drawings or models may be made and displayed along with appropriate books and articles.

The uses of the X ray—especially less-known uses outside the field of medicine, such as the testing of welding, the examination of metals for structural defects, the inspection of foods and the detection of crime—all these and more will prove a fruitful field for investigation by way of magazine indexes and books on applied science.

Synthetic textile fibers—their manufacture and use might, not so long ago, have been considered a topic best suited for exploration by home economics classes. But the subject has equal interest for science classes, members of which appreciate using the many illustrated pamphlets gathered by the librarian from the manufacturers themselves. If the school has a reflectoscope capable of projecting the pictures in such pamphlets on a screen, pupils may present their findings in the form of illustrated lectures.

Other synthetic products may, of course, be treated in the same way.

The uses of aluminum (or any other metal) suggest a project which will almost certainly bring the inquiring pupil to the library. It may save the class from a dry-as-dust report if the pupil is encouraged to go beyond the encyclopedia to illustrated articles which can be identified through *Readers' Guide*. Perhaps the clippings file may hold something for him too.

The farm as a chemurgical plant is a field for investigation equally suited to city or rural groups and holds special implications for Negro students, as will be seen further on. Chemurgy, it is to be remembered, has been defined as "that

science that uses the natural products produced on the farm as the source of our chemicals," and George Washington Carver was one of its chief exponents.

To be investigated are such materials as textiles, paper, paints, plastics, oils, alcohols. A rapidly growing pamphlet literature dealing with the subject should be available in the library, as well as numerous readable magazine articles listed in *Readers' Guide*. As in the case of other scientific projects, investigation via library materials may be climaxed with an exhibit, or perhaps an auditorium program making use of lantern slides and films.

Somewhere along the way, the vocational opportunities inherent in the rise of this comparatively new science should be introduced, and the work of the great Negro chemurgist, George Washington Carver, should be stressed, along with the improvement of living conditions in the South due to his work and that of other farm chemists. In fact, the life of Dr. Carver might in itself be made a rallying point for the entire enterprise. Among titles for possible themes and reports are: "Peanuts to Beauty Cream," "Making What You Want from What You Have," "Tires from the Cornfield," "Wool from Milk."

Uncle Sam vs. Rain and Flood suggests wide reading of illustrated magazine articles and U.S. government publications dealing with soil erosion and flood control, the reading to be tied in, if possible, with the showing of films or the making of erosion models, or both. Here is an excellent opportunity to acquaint rural young people, particularly, with the many well-written and often beautifully illustrated government pamphlets so exceptionally useful to the farmer and his family and so inexpensive to buy. Pupil-prepared bibliographies may form an important part of this activity.

Reading for the amateur chemist. In the chemical field, as, for that matter, in nearly all scientific fields, there exists a growing body of books written by experts but with the capabilities

of amateurs and young readers in mind. Such examples may be cited as Morgan's *Getting Acquainted With Chemistry* (Appleton-Century, 1942), Slosson's *Creative Chemistry* (Appleton-Century, 1930. Revised by Howe and still a favorite), Holmes' *Out of the Test Tube* (Emerson, 1941), and Kendall's *Young Chemists and Great Discoveries* (Appleton-Century, 1939). With even a few such volumes on the library shelves, the way is paved not only for valuable background reading but for a variety of other activities. Thus Kendall's *Young Chemists*, with its emphasis upon youthful experimentation with indifferent apparatus cannot fail to set many a would-be chemist at work on his own. A good review of the book may well be given in class each year by an enthusiastic reader.

From the chapter headings of these books come titles that may be used to give a fillip or an up-to-the-minute twist to many an activity:

"Chemistry and the Motor Car," the title of a chapter in Holmes' *Out of the Test Tube*, may serve to introduce pupil reports on Duco, the Diesel engine, gasoline from coal, ethyl gas, and so on. The use of statistical sources, films and lantern slides will add to the effectiveness of the reports.

"Born to the Purple" is another chapter heading taken from the same volume, this time dealing with the history and chemistry of dyes.

"The Chemistry of Crime Detection" is a topic which should certainly intrigue certain addicts of the detective story.

Among more prosaically worded, but nonetheless interesting, projects involving reading and the use of reference tools are the following:

The fixation of nitrogen. Reports on methods, importance and recent developments.

Explosives in war and peace. What are explosives made of? How do different kinds act? Bombs and bombing. Peacetime uses in mining, agriculture, lumbering, road building and the like. These are possible fields for investigation through the library.

Poison gas becomes a matter of great consequence in wartime and a field of intensive study in peace. Plenty of magazine material available here.

Common salt and "**Iodine in Your Salt Cellar**" are topics on which much reading may be done, and with considerable satisfaction, especially if the reader is interested in the biological aspects of salt-water solutions, has seen Great Salt Lake, or has had experience with the development and control of goiter.

Fertilizers and Where They Come From is a subject that has commercial as well as chemical and agricultural interest. Certain pamphlet materials may be used to supplement and bring up to date information derived from encyclopedias and volumes on industrial and agricultural chemistry.

Hard Water vs. Soft has so many implications that it may give rise to a variety of reports. Effects on skin, hair and laundry may be of especial interest to girls, while plumbing problems and boiler scale may appeal more to boys. Then there is the matter of commercial water softeners. Before the classroom unit or special project is completed the 500's and 600's in the library will have been pretty well scoured.

Chemical fire extinguishers hang on the walls of most schools and in many homes; and somewhere in the library there is a book or an article that will tell what the curious pupil wishes to know about them. So he tries book indexes, the card catalog, and periodical indexes and finally finds what he is looking for.

Sir Humphry Davy vs. His Pupil, Faraday. Which accom-

plished more for the advancement of chemistry? This and similar questions based on scientific biography provide excellent starters for class discussion.

The composition of the stratosphere as ascertained through altitude flights is a subject that combines adventure and romance with solid scientific discovery. Accounts are varied and thrilling enough to make even the poorest reader sit up and take notice.

Industrial alcohol and its uses is a topic for which the preparation of a chart may be the follow-up of the student's reading. Such a chart may be used as a poster to call attention to suitable books.

Coal and its products may be treated in similar fashion, as may many other substances and mineral products.

Possibilities in the way of pupil reading and investigation in the chemical field are obviously legion and have only been hinted at. Pupils, teachers and librarians will undoubtedly find endless ways to carry on. As a closing word, it may, however, be noted that an upsurge in the use of graphics for the presentation of facts throughout the school curriculum has much to suggest in connection with library activities. Statistical data in the scientific field, dug out of varied sources, may often be presented better in the form of graphic charts than in written reports. And since such charts, if well prepared, are of interest outside the classroom, they may be given publicity in the library, often along with the sources from which the information has been derived.

CHAPTER VIII

SOCIAL SCIENCES

Education, declares the social science teacher, must fit pupils to take up the American way of life. And since that way is a changing one, no cut-and-dried, ready-made factual instruction will suffice. Rather, pupils must be provided with the basic information and the skills with which to solve social problems as they arise. The development of correct attitudes is also vital, for: "Solutions to problems cannot be taught as the means of realizing our social ideals. Rather, emotionalized attitudes or general patterns of conduct must be developed which will serve as guides in meeting new situations according to the dictates of democratic concepts." Social life in its functional aspects thus becomes the primary point of orientation for the curriculum. The pupil must make contact with social realities as well as with theory, and he must have opportunity to participate in many life-like activities.

In *The Library in the School*¹ and again in this book (Chapter II) opportunities in the library for encouraging social attitudes on the part of students have been consistently emphasized, as well as plans for making their attendance there a daily experience in well-organized democratic living. It remains to take up social activities stemming more directly from the classroom.

Search, floor talks, reports, discussion and the graphic presentation of facts are par excellence the methods of the social

¹ Fargo, L. F. *The Library in the School*. 3d ed. A.L.A., 1939.

science curriculum. The following list of topics requiring the use of library resources is representative:

Penal institutions in our state—number of inmates and employees, cost of maintaining, educational opportunities for inmates.

What the U.S. Department of Agriculture (or the state agricultural college) does for the consumer.

The F.B.I. and its work, including training and qualifications of its personnel.

Administrative agencies of our state (use state manual). Prepare graph or table showing expenditures.

A government position that interests me—nature of work, qualifications, pay, hours, how secured.

Our state department of conservation—organization, publications, activities (bulletin board display of publications and pictures may be made).

Federal power projects—their location, size, cost, usefulness. Maps may be made, and charts showing amounts of power generated. To be exhibited in library along with books and pictures.

Our national parks—display of pictures, books, maps.

How one school-tax dollar is used.

Housing projects.

Why street accidents occur in our town.

Are we an American city? (Analysis of population)

What happens to aliens in wartime?

Hospital insurance plans. Development and significance.

As has been indicated, the above short list is representative. And it is nothing more, unless the compiler may be accused of having chosen topics which emphasize current and sometimes purely local information not to be gleaned from textbooks but available either through personal visits and interviews or through the good offices of the library, public or school or both.

Reports, floor talks and discussion are not new in the field. But the emphasis on **graphic presentation on the part of pupils** is recent enough to deserve some special attention. So note the following:

Graphic charts. In an engaging article² an art instructor and a librarian tell how two eleventh-grade social science classes put into graphic form information and experience gained from library reading on the Industrial Revolution and the French Revolution. Charts designed with the aid of the art instructor were checked and rechecked with sources of information in the library. In the case of the Industrial Revolution project, a decorative stream occupied the center of a 10x5 foot wall chart. This stream represented man's activities. Into it flowed the various activities studied by individual pupils—invention, science, art—presented pictorially by sketches, cartoons, and slogans, often accompanied by detailed information.

As has been said, it was an art teacher who supervised the graphic aspect of this project. In another school or under different circumstances it might be the mathematics instructor, the choice depending upon whether the subject matter suggested the use of graphic statistics rather than the free use of brush and pen. Or pupils in social science who have absorbed the idea and technique of chart making anywhere along the line and have some skill with pen and ink may plot their own curves and invent their own pictographs. Who is there to gainsay the values in such activities to the future business man, social worker, teacher, or anyone else who deals with the public? In real life, it is quite as important to know how to present facts skillfully as it is to ascertain them.

The maintenance of bulletin boards and the keeping of scrap-books or notebooks by individual pupils are among the projects frequently urged by social science curriculum makers. Excellent as such enterprises may appear to be, the last mentioned not infrequently have had such disastrous results in the way of the mutilation of library publications that the practice of encouraging clipping has had to be discontinued. For discussion of this problem and an account of how librarians

² Green, H. B., and Eaton, A. T. "Paint Brushes and Print." *Wilson Library Bulletin* 14:22-24, September, 1939.

have found their way out of the difficult situation, see p.9.

Exploration and survey of the local scene are among the most important preoccupations of social science curriculum makers. Take the following:

Exploring our Environment covers a sizable group of elementary school activities, many of which are listed in the present volume under more specific headings. Among the environmental backgrounds investigated are industries, local history and monuments, parks, literature of the area, markets, agricultural lands and resources, vocational training opportunities, health resources, cultural resources, recreational resources, religious life. The carrying on of study or learning experiences in such areas envisages field trips and personal interviews; but it also envisages investigation through printed and visual aids, and a final summing up or evaluation of findings through discussion, stories, painting, music, dramatic play, construction activities, and exhibits—all entailing further reading and research.

A bulletin of the New York State Education Department states, "Older boys and girls find that reading in advance of such contacts [i.e. field trips] provides necessary background and preparation for the experience and makes the incident vital, while extensive reading after contact helps them to see the experience in its wider relation and more permanent values." Emphasizing the matter still further, the bulletin goes on to state, "In order that experiences may have the fullest meaning for boys and girls . . . wide reading from a *variety of sources* [italics ours] on the pupils' own level and research in books and pamphlets for information which will help them in their study of problems are essential."

A survey of community services undertaken by a class in community civics or growing out of the community chest campaign will bring into play a multitude of library resources, and perhaps add to the content of the vertical file, though

here a word of caution may be repeated. To ask a miscellaneous group of pupils to visit local concerns or the administrative offices of social service agencies in quest of published reports, etc., is to place a burden on organizations already overworked. Pupils may be instructed to keep the library in mind *when printed material is offered*; but the librarian should be the one to *request* fodder for the vertical file. She is the only person who knows what is already available, and she alone can prevent wasteful duplication. (For surveys of community library service, see p.160-61.)

Family life at home and abroad (or in ancient times and now). Under this general topic, pupils in the upper elementary grades investigate home life in various countries and at various periods with an eye on the protective functions of the family. The ways in which an American child is dependent upon his family are listed and compared with the child's dependence in other countries.

The Contributions of Certain Cultures to our Community is the heading for a series of fourth-grade units dealing with locally important racial groups. If the community concerned happens to be California, the units naturally include the culture of the Chinese, the Filipinos, the Hawaiians, the Japanese and the Mexicans. In each case, the unit develops around four questions: (1) What have these people brought to us (in agriculture, architecture, art, religion, trade, food, clothing, labor, recreation, etc.); (2) What have we assimilated from them (in agriculture, art, etc.); (3) How have we influenced them (again in the fields suggested above); and (4) How are these people and the United States interdependent?

Brief answers to such questions may, of course, be drawn from texts. But many a teacher and most pupils are happy to extend the work beyond the covers of the text to include such common library activities as the reading of poems and stories for pleasure and of other volumes for information, the examination of pictures, and search through vertical files for

factual and visual materials. Following up, the library enters into class activities in connection with the designing of costumes (for a Mexican fiesta, for example), the making of models (of bamboo houses, haciendas, pagodas, etc.), the arrangement of flowers (according to Japanese formulas), and in a variety of related enterprises, all planned to develop appreciation and understanding. (For other projects in racial understanding see Index.)

How climate and soil affect the manner of living in a locality is illustrated by comparisons between agricultural life in the pupil's own state and that in another, preferably far removed. Differences in soil, climate and crops will all have to be looked up and related to various aspects of human living. Such activities should not be limited to the rather barren statements of a volume on economic geography but should lead to the perusal of entertaining books of travel.

A plague map of the United States may be prepared indicating the places where certain diseases, such as yellow fever, bubonic plague, Rocky Mountain spotted fever, pellagra, tularemia, etc., have been or are particularly dangerous. If the map shows further the localities in which such diseases have, or have not, been brought under control, it will require wider use of library facilities than otherwise. Since the necessary information may be somewhat difficult to locate if the textbook gives no clues, a committee from the class should work with the librarian in running down essential facts and preparing a bibliography for the use of the map makers.

Coming down to community welfare in a very specific way, we find activities such as these:

Smoking chimneys in our town—how much do they cost? This is a topic with implications for the field of physical science as well as for social science. After ascertaining the causes of smoke, some ambitious pupil may be sufficiently interested to

figure out the cost to his own family in terms of laundry and dry-cleaning bills, house paint, and doctor's bills—to say nothing of fuel waste. Articles on the smoke menace and smoke abatement should furnish him with basic data.

Shade trees and the city beautiful. Somebody calls attention to the way in which trees are dying along a city street and pertinent questions arise: What is the cause? And what can be done about it? The answer to the first question must be sought in the literature of science, particularly agricultural department bulletins. The second question calls for investigation in the field of city government and may lead to action: a petition addressed to the proper civic authorities; a radio program; a forum discussion with a representative of the park department in attendance.

Models of needed improvements, community or school, and how these could be realized may be worked out by ambitious groups. It is obvious that the library's resources in such fields as modeling, design, landscape gardening and the like must be used to produce the desired models of drinking fountains, underpasses, plantings, street lamps, traffic signals and similar items.

Racial problems are attacked with increasing earnestness these days. A number of activities directed primarily at changing pupils' attitudes have already been suggested. (See p.95-97; 110-11; 153-54.) Here are others:

Contributions to Health made by foreign scientists (Pasteur, etc.) is the caption for an exhibit, a poster or an auditorium program, the facts for which have been gleaned from biographies and scientific books in the library. (See further, **HEALTH HEROES**, p.133.)

Famous American Immigrants and their contributions to America has been suggested as the title of a project for Eng-

lish and foreign language classes (see p.110-11). Obviously, such an enterprise will be equally fruitful in a social science setting. Exhibits of biographical books will be in order, and perhaps posters featuring what we owe to Americans of foreign parentage.

Best Books for Would-be Americans has been tried out as a project. With the help of the librarian, a library display is arranged with a collection of books exemplifying the American idea and the American way of life, including essays, biographies, poems, novels, picture books. Then a refugee or a foreign family is chosen with the aid and advice of some social or civic agency, and the pupils vote on titles best suited to the needs of the chosen individual or family. In the case of elementary pupils, the choice of books should be made for a single foreign child; but in the case of older pupils, a committee may be appointed to ascertain from the chosen family what it is they most wish to know about America. With this information in hand, or posted conveniently near the book exhibit, pupils read the books, compare notes, and finally decide by vote on the best two or three titles. They may even go further and buy the books to present to the family in question. Incidentally, they may themselves gain a new conception of what it is to be an American.

The compilation of bibliographies dealing with the children (or the culture) of other lands will help pupils discover, and encourage them to read, significant books. By-products will be greater familiarity with library tools, such as the card catalog and *Readers' Guide*, and practice in bibliographical work.

My Favorite Foreign Book Character is a topic for essays which may be submitted in a prize contest or as one aspect of a study unit involving attitudes towards foreigners. The project has values for literature classes, both English and foreign, as well as for social science groups.

The study of nicknames and their origins through the proper reference sources in the library makes an interesting introduction to the account of the development and use of terms of opprobrium like "dago" from Diego and Santiago. The reading of poems such as Robert Haven Schauffler's "Scum o' the Earth" has a place here too.

Holidays may be utilized to emphasize racial contributions to our common culture. Thus, Columbus Day provides an opportunity to encourage the reading of books about the contributions of Spanish-speaking peoples; Christmas provides the opportunity to consider cultural gifts from Germany and the Scandinavian countries.

Two recent publications, one for the elementary school and one for the high school, useful in working out race relations activities are:

COUNCIL AGAINST INTOLERANCE IN AMERICA. We're All Americans. The Council, Lincoln Building, New York, N.Y. (Teacher's Manual no.2—Elementary Schools)
Short stories which may be read, follow-up activities, and bibliographies.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS AND NATIONAL COUNCIL FOR THE SOCIAL STUDIES. Race and Cultural Relations. National Education Association, 1942. (Problems in American Life: Unit no.5)
Suggested activities are maturely serious, and bibliographies and lists of films will be useful.

Displays of many sorts help to implement the social science curriculum. One rather unusual exhibit was made up of religious and ceremonial objects used by different faiths—presumably calling attention to books and articles on comparative religion, and encouraging toleration. Pupils not only help to collect and arrange exhibits but, under the guidance of teacher or librarian, prepare brief bibliographies to go with the displays. At the beginning of the term, a pupil committee also helps the librarian exhibit books and other items useful in the forthcoming term's work.

Propaganda analysis has been discussed in connection with journalism (p.113). But in many schools it receives its chief emphasis in connection with the social studies.

How America Makes up its Mind, or Public Opinion in America, when covered as a unit in the social science curriculum may be responsible for significant activities based on library reading and research. Among topics for floor talks are: The Gallup Poll and How It Gets Its Information: Some Characteristics of Propaganda in Revolutionary Literature (illustrated with excerpts from pamphlets, advertising pages, etc.); Propaganda in Revolutionary Times; Radio Networks and Propaganda. An interesting experiment may be conducted by having members of the class write an item of news as gleaned from a local paper and, later, compare it with reports on the same event found in periodicals, such as *Time*, *Newsweek*, the *Survey Graphic*, the *New Republic* or any other journal of opinion, or in other commentaries or straight news stories. Reports on the syndicated columnists appearing in the local paper will be in order as well as on cartoonists and their influence on public opinion. A valuable leaflet (including excellent bibliographies) for teachers engaged in working out activities for this unit is Lasswell, H. D., and Cummings, Howard. *Public Opinion in War and Peace*. National Education Association, 1943. (Problems in American Life: Unit no.14)

Get the Facts. The widely acclaimed action of the Detroit Public Library in issuing immediately after the race riot of June 20, 1943, a folder on the events of that week suggesting what to read, is worth the consideration of school librarians. To quote from it:

The events of the week charge every one of us with the responsibility of examining our own beliefs, conduct, and expressions so that the common effort of all will insure that the inalienable rights of man never again be so trampled.

And again:

Form opinions only after you know the facts. A judgment made before one possesses the facts is a prejudice. Get your information through reading the works of unbiased authors, not through rumors. Then when you act, do unto others as you would have them do unto you.

High school pupils, as well as their parents, are constantly forming opinions on social problems headlined by community events. No less than their elders, they should be urged to "get the facts" by reading.

Two ways of encouraging such reading activity follow. One is a brief reading list prepared by the librarian and inserted in the school paper. The other is a pamphlet and/or a reading list prepared, *under careful guidance*, by an upper class committee engaged in some aspect of social study, preferably a unit on propaganda analysis.

Safety education is a matter of social import, so the school encourages activities in this field (see also p.56).

Perils of the Highway may be featured through graphic presentation and reading. A table top arranged with tape or strips of paper to represent highways and a wreck at the crossroads (toy automobiles from the ten-cent store) gives publicity to state and local driving regulations and to books such as *Youth at the Wheel*.

Proper Street Habits captions an original movie sponsored by the student council or a social science class and brings into use the library collection of books and pamphlets dealing with safe driving, accident prevention and the like.

Graphic charts based on statistics derived from library sources and showing the causes of accidents hold many surprises and help to point up the need for care in the home as well as on the highway. Other charts may show the time of day at which certain accidents are likely to occur, the age curve and equally significant matters.

The library as a social institution deserves careful consideration; not merely the school library but libraries in general. There is a growing literature covering this field, and since it is not as familiar to many as it should be, certain useful titles are suggested:

For younger readers

FARGO, L. F. *Treasure Shelves*. Row, Peterson, 1941. (The Way of Life series)

KELIHER, A. V. *Library Workers*. Harper, 1940. (Picture Fact series)

For more mature readers

AMERICAN LIBRARY ASSOCIATION. *The Equal Chance*. The Association, 1943.

A leaflet that tells how the states rank in library service.

ROSSELL, B. S. *Public Libraries in the Life of the Nation*. A.L.A., 1943.

Brief and readable.

Among special projects in this field are the following:

Why a community library? This suggests investigation of the local public library to discover what services it renders the community. Or, if there is no local library, pupils may read about and discuss the means of securing one (see *The Equal Chance* above) and values which would accrue to the community through having it. Oral or written reports on such topics as famous libraries of ancient and modern times, or how famous men have secured an education through library reading may be introduced here and there, and if there is a good school library, floor talks on its usefulness and resources will be valuable. Nor should the recreational aspects of library service be overlooked—opportunities for pleasure reading and the enjoyable use of leisure.

A library census. The primary aim is to find out how many pupils use library facilities. The statistics gathered may be classified according to school level (freshmen, juniors), sex, or departments. If the census takers can further ascertain

why pupils do, or do not, use the library, their findings can be made the basis of a campaign to publicize library resources and to improve services. The possibilities are manifold.

A **library survey** goes further than a census, since it deals more fully with the "public relations" aspect of library service. By means of questionnaires, or better still, interview sheets, members of the social science class (or of the library club) attempt to ascertain and compile the answers to questions not only about attendance and participation in school library activities but also about reading habits. Naturally, librarian and teachers cooperate in the drawing up of the interview sheets, but the contacts with readers and non-readers are made by the pupils themselves.

Here are examples of questions posed in one such survey as set forth in the *Wilson Library Bulletin* 15:502-3, February, 1941:

How often do you visit the library during study periods?

Check one:

Never... Once a month... Once a week... Once a day...

If never, why? Check reasons that apply:

Textbook work in study periods

Public library after school

No free study periods

What do you like least about the library?

Too little fiction

Texts outside

Strict discipline

Slow exits

Not enough magazines

Consumer education units appear at various points in the curriculum. How about one on **consumer education in book buying**, developed through activities in which the library figures? One project would be a report on the use of the *Subscription Books Bulletin*³ as a consumer's guide. Another

³ *Subscription Books Bulletin*. A quarterly publication of the American Library Association providing unbiased evaluations of current reference works.

would involve a visit to the public library to ascertain what services that institution is prepared to offer prospective purchasers of books.

Further consumer education for buyers of books may come through such projects as book fairs and bookstores. (Consult the Index and the first ACTIVITY BOOK.)

We complete this sketchy list of activities in the social science area with several which bear no particular relationship to each other but which are good examples of projects calling for the use of library resources:

Recreation Then and Now can be developed as a project pointing out the various forms of recreation incidental to early American life in contrast with present commercialized recreation. The relative values in active and passive participation in athletic contests may be investigated and discussed as well as the activities of federal and state governments in providing opportunities for camping, fishing and outdoor life in general. Another aspect that might be emphasized is the effect of climate and social conditions on national sports.

How It Works does not refer this time to a mechanical contrivance but to a governmental agency the activities of which are made the subject of dramatization. Take, for example, the Federal Bureau of Investigation. After reading a pamphlet descriptive of the work of the agency, its duties and procedure, pupils may put the information gained into dramatic form for presentation in an assembly program or before a class.

The Four Freedoms may be studied in reverse by looking up in the library state laws on such matters as health, traffic, and school attendance, which *restrict* freedom, while at the same time they safeguard other freedoms or the freedom of other persons.

"History Sings" is the title of a book by Hazel Gertrude Kinsella which provides the wherewithal for many an activity:

investigation of the origins and influence of historic songs and songs of patriotism; the influence of music on armies; the folk dance music and Negro spiritual of the South; the songs of the westward trek ("O Susanna"); the songs and song festivals of the pioneers (singing schools, the Society of the Sacred Harp); the history of labor in songs ("I've Been Working on the Railroad," "Old Man River"). (For a list of other books useful in this and related activities, consult Bohman, E. L., and Dillon, Josephine. *The Librarian and the Teacher of Music*. A.L.A., 1942. p.30-31.) Among related activities are A COWBOY REVUE, and AMERICA SINGS (see p.224 and 226).

"The Cavalcade of America" as presented on the radio may be paralleled in the school by a series of auditorium programs providing a pageant of United States or world historical events presented in lively scenes drawn from books in the library. Scenes should be chosen for excitement and suspense, and care should be taken to see that the school library (and the public library) have on hand copies of the books.

Social aspects of housing are brought out in a series of activities recommended in a Virginia state course of study. "Reading, reporting on, and discussing reasons for improvement of housing of lower income groups to show the present situation as a vital health problem of America today" are suggested. Here are some representative activities:

Contrasting pictures of tenement districts with pictures of buildings with which it is proposed to supplant them to note improvements conducive to healthful living.

Investigating and reporting on reasons for and practicability of government aid for home building in order to point out to the individual a chance of improving his living conditions.

Reporting on how the Tennessee Valley Authority has improved rural housing conditions.

Tracing by picture and explanation man's methods of housing himself in prehistoric times and in Egypt, Babylon, China, Greece, India, Rome, and various sections of Europe and America to show how he has improved his adaptations to his environments.

Making plans for improving one's own home as to health facilities, utility or convenience.

BIBLIOGRAPHY

As a final gesture in the field of the social sciences, attention is called to a series of publications several individual numbers of which have already been mentioned. The series appears under the title "Problems in American Life,"⁴ and each number comprises a study unit with bibliographies and suggested activities. Representative numbers are:

How Our Government Raises and Spends Money (no.1)
Man and His Machines (no.3)
Race and Cultural Relations (no.5)
Crime (no.9)
Public Opinion (no.14)

⁴ National Association of Secondary School Principals and National Council for the Social Studies. *Problems in American Life; a Series of Resource Units*. National Education Association (various dates). Paper bound and inexpensive.

CHAPTER IX

GUIDANCE, HEALTH AND PHYSICAL EDUCATION

There is no particular reason for treating these fields in one and the same chapter except that health and physical education often hold an important place in the guidance program and so may as well be considered in that connection as in connection with science or home economics where units on health also frequently occur.

GUIDANCE

Taking guidance first, some consideration must be given to aims and coverage.

The time was when the above heading would have been set down as "Vocational Guidance." But that time is past. The personal needs of boys and girls in adjusting to their surroundings and in solving problems having to do with health, sex, social contacts, friends, education and family are now seen to be quite as important as vocational guidance and basic to it. And while all departments of the school and all instructors are expected to make, and do make, definite contributions in these areas, the tendency is to concentrate in the hands of one or more faculty members specially designated as counselors responsibility for dealing in planned fashion with the areas mentioned.

Sometimes classes in "personal regimen" are organized; sometimes groups meet with the counselors at stated times to discuss knotty ethical and social problems. But most of the work is highly individual and personal and deals with very intimate and often very delicate life situations.

For the library, guidance considered apart from its vocational aspects has at least five significant facets: (1) guidance bearing on attitudes in and towards the school and the library and on social relationships in the school as a whole; (2) reading guidance and stimulation in habits of investigation provided the healthy, well-adjusted boy or girl who responds readily to suggestion and instruction; (3) reading guidance for the retarded or handicapped reader, undertaken for the most part in cooperation with the reading or English instructor; (4) reading guidance which has as its acknowledged aim aid to the individual pupil in meeting specific personal situations involving health, social relationships, personality adjustments, future education and the like; and (5) similar guidance provided in a more general way for groups through list-making, book reviewing, the stimulation of research and other like enterprises.

The first three of these facets as worked out in terms of activities have already been covered in these pages. Left for consideration are the last two, stemming from the so-called "guidance program" of the school and the work carried on by the counselor or counselors.

Probably the most successful and significant projects are individual—one boy or one girl committed to a highly personal course of reading or of conduct by and with the advice of counselor and librarian. And because of the individual character of such projects not much can be set down about them save that each case is different, each approach is different, and the "stuff" of the enterprise is different. About all that can be said is that the librarian, together with the counselor, searches for personal interests, hobbies, likes and dislikes, character traits and emotional attitudes, and then starts with the present situation of the pupil, using the tools and suggesting the lines of reading or library activity best adapted.

Bibliotherapy is the term sometimes given to activities of this sort. Informal, individual conferences between pupil and librarian establish a friendly atmosphere and lead to discus-

sion of characters and of plots paralleling the pupil's situation, or to consideration of other writing, serious or humorous, bearing on the same. If initial suggestions for reading are fortunate, and the pupil can be led by ladder steps to profit vicariously by the experiences of others as set down in print, the librarian may be said to have scored a real triumph. So too if the initial friendly conference leads to a change of attitude through the misfit pupil's participation in the work of the library—helping, let us say, to circulate books or being made responsible for assisting younger pupils with reference problems or the use of the card catalog.

And yet here, as elsewhere, certain dangers should be recognized by the librarian. With the best intentions in the world, she may easily become guilty of over-guidance. And over-guidance is no guidance at all. Especially in the case of boys, undue solicitousness is fatal, and so are rule-of-thumb recommendations. "I have a hate in libraries," remarked one youthful reader. "And my hate is sea stories, and I always come into a library and have sea stories suggested to me!"¹

One busy school librarian, when asked to put on paper her ideas of guidance through the library, set them down more or less as follows:²

Attitudes of tolerance and understanding may be arrived at by pupils through experience in sharing library facilities and services in a democratic way.

Helping to keep a busy room in order by returning books to shelves and picking up paper and magazines is a form of guidance leading to the suggestion that tidiness facilitates service and that properly caring for materials is only fair play.

Student government taking charge of pupil conduct in the library provides guidance in the direction of democratic government.

¹ Simmons College School of Library Science and the New England School Library Association. "Proceedings: Conference on Guidance through the School Library." Simmons College School of Library Science, 1940. p.40. (Mimeographed)

² *Ibid*, p.13-22. (Winifred B. Linderman is the librarian whose statements are here greatly condensed.)

Undertakings aimed at preventing mutilation of books or overcrowding, when sponsored by pupils, furnish guidance in good citizenship.

Seventh graders acting as hosts and hostesses on Orientation Day (or "Big Sisters" taking care of "Little Sisters"), each one taking care of a guest, is another example of guidance leading to attitudes of thoughtfulness and helpfulness.

Reading and reference work resulting when the bright pupil is steered toward wider and more challenging reading and the less capable one toward simple material is a familiar outcome of guidance.

Encouragement in the pursuit of hobbies is guidance that results not only in better and more varied use of leisure but also in recommendations (from pupils) for new materials in the library. "Stamp enthusiasts remind one that it is time for a new stamp catalog, while photography experts call attention to reviews of new pamphlets and books discovered in photography magazines." (See further, THE EXPERTS RECOMMEND, p.64-65.)

"Student help in the library offers an excellent opportunity for personal adjustment." To some it is exploratory, a means of determining aptitudes and liking for library work as a profession. To others interested in business careers it offers "training in filing, in clerical work, in accuracy." To still others it means the satisfaction of work for the school; and for all there is training in poise, responsibility and ability to meet the public. Every once in a while a pupil with an inferiority complex or an overabundance of bashfulness is pulled out of his difficulty when he discovers he can carry responsibility and give aid to others.

Nonlibrary users must be sought after and encouraged to read. They are school problems as well as library problems; for experience shows that, although often blessed with excellent minds, they are failing in class and lacking interest in all school activities.

"The library must," writes this librarian in closing, "make young people feel with Madame Curie that they are gifted for something and that this thing, at whatever cost, must be attained."

But now, leaving this summary, let us glance at a few specific activities.

A typical guidance program for the school may begin with a unit on "Our School," in which freshmen are directed by their instructor to materials in the library clippings file, such as charts and plans of the building, a directory of faculty and rooms, copies of the student council handbook, club programs of recent seasons, newspaper clippings covering extracurricular activities.

A succeeding unit on "Our City" is developed in similar fashion. Then comes a unit on "Our Library," where instruction in its use begins. From this point on, library materials are naturally and increasingly used in connection with units on hobbies, etiquette and vocations. (See further, *Wilson Library Bulletin* 15: 58-59, September, 1940.)

Aside from topics mentioned above, guidance frequently is concerned with the pupil's opportunities for pursuing his education when high school days are done. In this case, **a survey of local educational facilities** (by pupils), using catalogs, directories, and vertical file materials, as well as information gained by word of mouth, has proved a fruitful activity. Information derived from sources outside the library, *if reliable and well organized*, is added to the vertical file. The prospect of making the data collected available to others acts as an incentive to careful work.

The cost of a college education is a matter of importance, and it also may be investigated by pupils. Using the library's collection of college catalogs, tables of comparative costs may be prepared; or general estimates may be derived from books dealing with college education. Cost may also be compared with financial returns—statistics showing the incomes of college graduates compared with others. Reports on earning one's way through college and on available scholarships and student-aid programs will also prove useful and suggestive.

College entrance requirements and entrance requirements for special schools are always in demand. There are books which

attempt to summarize such requirements, but the only way to be up to date is to consult college catalogs. Student committees may be interested in compiling such information and making it available in a series of wall charts or folders kept in the vertical file. The headings to be used in charts or folders are as follows: Name of School; Location; Requirements; Courses; Procedure (for entering); Fees; Degrees; Occupations for Which School Prepares.

Your Future Reading suggests an activity in which each individual senior meets with the librarian to discuss personal reading plans, for, let us say, his first year out of high school. The conference may end in a list, prepared by the librarian, or better, a list prepared by the pupil under librarian and teacher guidance.

Living Together in the Home is illustrative of units of study dealing with the daily life of boys and girls. Here discussion may be better motivated by a story than by lectures and textbook dissertations. One course of study suggests that the following stories be read and reported on by different class members. In each case reports are to emphasize how friendship and companionship were developed. The librarian will undoubtedly be able to suggest other stories worth analyzing in the same manner. Here, however, is the starter list:

ROOSEVELT, THEODORE.	Letters to His Children
PARKER, C. S.	An American Idyll
RICE, A. H.	Mrs. Wiggs of the Cabbage Patch
ALDRICH, B. S.	A Lantern in Her Hand
FORBES, KATHRYN.	Mama's Bank Account
PARTRIDGE, BELLAMY.	Big Family
CARROLL, G. H.	As the Earth Turns

Problems of family life are also approached from stories chosen to illustrate typical situations. Having read the books, pupils analyze and discuss sources of friction, personality traits, and the financial and social problems involved. The librarian co-

operates with teacher and pupils in selecting books like Tarkington's *Alice Adams* and Fisher's *The Homemaker*, which deal constructively, or at any rate truthfully, with family life.

Catch phrases indicating character traits have been collected by a group studying the reactions of people to varying situations. Examples are "Grin and bear it," "Be good and you'll be lonesome." The activity of the group provides starting points for class discussion; and incidentally, it brings into use neglected volumes listing familiar Americanisms and giving the origins of familiar adages.

Popular social customs, such as tipping the hat and shaking hands, have interesting histories that provide material for class reports. A comparison of our American customs with those of other countries leads to exploration in the field of travel literature.

Boy Dates Girl used as the heading for a bibliography may accomplish more than many lectures on the importance of good manners. A boy who has not considered his manners of importance in securing a job may nevertheless be deeply concerned about what to do when out with his girl friend. Discovery that a book in the library will tell him this may easily lead to the extended reading of literature concerned with etiquette.

A unit of study dealing with **clothing for boys** is not infrequently met with. Here the boys themselves learn about materials, design, wearing and aesthetic qualities. Much necessary information can be drawn from general treatises on textiles and clothing; but an individual or a group may set out to search through books dealing with the social life of boys for chapters on good taste in clothing. Magazine articles are likewise searched and worth-while items listed in good bibliographic form for the use of the class or for posting in the library close to the books themselves.

Beauty columns (in local newspapers), and other columns dealing with health, etiquette and personal problems (Dorothy Dix, "Dear Mrs. Mayfield," "Beauty Answers," "Love Answers") have been compared with advice in similar fields found in well-written and authoritative volumes in the library. Questions like these are raised: Is Dr. Blank really an authority? Do you think Mrs. Mayfield's advice in yesterday's column sane and practical? How does it compare with the discussion of a similar situation in Mary Brockman's *What Is She Like?* or Mildred Ryan's *Cues for You?* How do the beauty aids mentioned in the X Beauty Column stand up when investigated through *Consumers' Research* or Mary Catherine Phillips' *Skin Deep*?

VOCATIONAL GUIDANCE

In connection with vocational guidance, such a wealth of library activities is possible that it is a problem to know which to select and which to leave out. The reason for this abundance undoubtedly rests with the current nature of the information demanded. A book may set forth the qualifications for a toolmaker or a lawyer, but it takes something in the nature of a research service or the pages of a periodical like *Occupational Trends* to ascertain whether opportunities in toolmaking are on an upward or a downward curve and whether the chances are good for making a living in law.

The scope of guidance in the vocational field is well stated in a teacher's manual issued by the Chicago Board of Education:

Every pupil leaving school to be inducted into adult responsibilities should go out with two specific plans—one for continued education and one for vocational or occupational pursuits. He should have had assistance in working out the two plans himself and in co-ordinating them on the basis of a knowledge of his own abilities and aptitudes and a knowledge of the characteristics of those occupations or vocations in which his abilities and aptitudes are likely to bring him fundamental satisfactions for the good life and for economic independence. He should know how to continue

his self-appraisal as he changes with education, maturity and experience, and how to continue the study of new opportunities as the world of work changes with the progress of civilization; charting new plans each turn of the way.³

A little later in the same publication we learn:

One major objective . . . is to teach *methods* [italics ours] of occupational study. Students should be encouraged to utilize all the resources of the school and community libraries. Another major objective is specific information concerning a variety of occupations. Students should acquire a broad knowledge of vocational, avocational, and educational opportunities. They must therefore be directed into projects that will turn their attention from narrow concentration on one pre-selected field to broad studies which may unearth new interests.⁴

The first two sentences in the first paragraph above should be of peculiar interest to the librarian. Knowing how to find information, says this handbook, is quite as important as being presented with current facts. Tomorrow those facts may have changed, and a new set must be dug out. And libraries are the places in which to find them. Consequently, library projects must be emphasized.

Note also the emphasis upon **community libraries** existing outside the school. Since after graduation the resources of such libraries are those upon which students must depend when they attempt occupational investigation, it is extremely important that they become familiar with those resources early in the game. Visits to the public library are therefore in order, with instruction and activities calling attention to and initiating the use of collections of pamphlets, government reports and periodicals, and any special files devoted to occupations. In this connection, one course of study suggests that individuals or committees may be appointed to prepare reports

³ Johnson, W. H. In Chicago Board of Education. "High School Course in Self-Appraisal and Careers Teacher's Manual." The Board, 1941. p.7. (Mimeographed)

⁴ *Ibid.*, p.7.

on specific types of materials or services available, these reports to be given to the class for their information.

Committee work in other directions is also emphasized. Thus, groups of pupils prepare reports on basic factors to be considered in the five broad vocational fields of agriculture, commerce, industry, homemaking, and the professions and allied services. In each field, investigation covers, first, opportunities open to those with little skill or skill which may be developed at the high school level and, second, opportunities for those with advanced or professional school training. General qualifications and personal traits suitable at each level are looked up and noted, as well as advantages and disadvantages of a social and cultural nature, trends in employment, pay and other related factors. In short, instead of simply reading a chapter of text dealing with, let us say, industrial pursuits or homemaking, committees of pupils explore each field, pool their individual findings, and, in short, prepare their own text. It is needless to add that this sort of attack requires persistent use of library materials and represents highly progressive educational method. But even in the course of a rather conventional program, small excursions similar in type may be made by pupil committees.

But what about more specific activities? We start with one the outline for which appears in a publication previously mentioned:⁵

Reviewing career books. "If," writes the author, "a card file can be organized listing, for each title, the precise vocational information it contains, there will be a definite tool for the . . . counselor." Following is Miss Westervelt's model analysis of a career book, to be used by the pupil reading the book:

⁵ Westervelt, Gretchen. "Interpreting . . . the Role of the School Library." In Simmons College School of Library Science and the New England School Library Association. "Proceedings: Conference on Guidance through the School Library." Simmons College School of Library Science, 1940. p.66-67. (Mimeographed)

Meador, Stephen Warren.
T-Model Tommy. 1939.

An old Ford truck solved the problem of Tommy's unemployment when he graduated from high school and had to earn a living for his mother and himself. In spite of the many hazards of the road he was able to build up a good business. This is a fast-moving, well-written story which contains a great deal of information.

Remuneration.

Weekly earnings and expenses, p.57
Profit made by hauling coal, p.98, 173

Duties.

Methods of handling difficult customers. p.26-28
Inspection of second-hand truck with enumeration of its good and bad points, p.42-45
The positive approach to successful interviews, p.70-72

Conditions in the field.

A mining camp, p.90-95
Bootleg miners, p.105-6
Police checking on weight of trucks, p.183, 189

Advantages.

Small amount of capital needed to start trucking business if ingenuity is used, p.13-14

Disadvantages.

An encounter with truck bandits, p.63-68
Difficulty in getting up grade with overloaded truck, p.113-15
Truck held up by robbers, p.129-32
Battle with ice and fog, p.165-71
Clip thieves on truck, p.165-71
Truck drivers strike, p.209-14

Opportunities.

Limited opportunity for high school graduates, p.15
Review of assets before investing further capital, p.31

Estimate of book.

Location. New Jersey
Appeal. Great to junior high boys
Humorous elements. Some
Success elements. Reasonably treated
Unfavorable elements. Fair presentation
Picture of social and home life. Slight
Characterization. Good

In building up a file of reviews such as the above, Miss Westervelt suggests that the librarian analyze one or two titles to blaze the way, after which in informal conferences with the teachers she calls attention to the file and gains their cooperation in having students continue the reviewing. "It might be done in courses or units on occupations, by remedial reading groups, or even in English classes." When a few excellent analyses have been collected and called to the attention of the principal, he may be more than happy to publicize among faculty members the existence of books and file and to encourage the continuance of the project.

Pages and Pennies in Your Bank Book denotes a reading project suited to younger pupils which features books on vocations, both fiction and nonfiction. Because careers are connected with earning, the record of titles perused by each pupil appropriately takes the form of entries in a bank book from the "Bank of the Future," the number of pages in the book read being recorded along with author and title and a report stressing the reader's reactions.

Collecting vocational information local in character is apt to be a difficult job best carried out by counselor or librarian. But pupils may help, provided that, as in other cases (see p.152-53), care is exercised to see that industries and business organizations are not annoyed by recurring requests from unsponsored groups of young people. Proper supervision being available, pupils may be encouraged to collect and turn over to the library not only vocational information of a local nature acquired firsthand through visits or interviews but pamphlet literature and clippings that impress them as being of value.

Placement agencies, their sponsors and use, should be known to pupils leaving school, and the library should have information for reports on this subject, the reports to be made by selected pupils for the benefit of the class. Closely related, is,

of course, reading matter bearing on good form and good deportment in applying for a job. Here reports, and demonstrations based on reading can be employed.

Model letters of application are used in many ways. Copying or composing them from books on job-getting calls to the attention of the pupil helpful volumes in the library. If later some of the letters are posted on a bulletin board or utilized in a poster, the books are publicized for a wide clientele. (See further, applications for volunteer assistants in the library, p.37.)

Attitudes that Get and Hold the Job suggests the reading of biographies as well as the more formal textbook discussion of the subject. Stories, too, are valuable. With the help of the librarian, perhaps an annotated list of suitable titles can be built up, the list growing from year to year as succeeding groups report on their reading.

Legislation affecting workers is one of the areas covered in certain courses in guidance. Since such legislation changes from year to year, and even from month to month, the class must depend largely on the library for information. Consequently, committees are given the responsibility of preparing reports in such fields as old age and survivors insurance; unemployment compensation; wage and hour laws; child labor laws.

Classifying occupations. Pupils study the United States Census Classification and the ways in which other agencies classify occupations. Reports and comparisons in class help to give an over-all view of the world at work, besides familiarizing pupils with classifications used in the study of occupations.

Trends in occupational fields may be ascertained from perusal of such current publications as vocational magazines and occupational research studies. Members of the class in voca-

tional guidance become interested in looking up trends in the occupations which they are individually considering. Later discussion of these trends by the class brings out and emphasizes reasons why certain fields of work are more desirable than others from the point of view of permanence, pay, and the absence of overcrowding. In such projects, as in all vocational work, the librarian herself constantly furnishes guidance by supplementing and encouraging pupil search for information. In few areas is there better opportunity for that teamwork between librarian and pupil which is the very essence of an "activity," educationally speaking.

Population and the Professions is only one of a number of possible graphic charts suggested for preparation by pupils in vocational guidance classes. In this particular instance, census data on population increases are looked up and compared with increases in the various professions, the results finally appearing in graphic form. In the same way, data on the number of professional workers in rural areas may be compared with data on the number in cities. Other projects based on census figures deal with the number of women in the professions, total numbers occupied in various fields, etc.

Outstanding personalities in the vocation which a pupil has at least tentatively chosen for himself are often investigated. He may begin by consulting periodical indexes and vocational reading lists under such headings as Musicians or Agriculturalists in the hope of finding a few names to start with. Conversations with the teacher, the librarian and others will net him other names. This accomplished, he is ready to prepare a bibliography of books and articles dealing with outstanding personalities. And finally, or in the process of making up his bibliography, he reads the books and articles and writes brief annotations for each title.

Homemaking as a vocation is emphasized in guidance work and, with a little encouragement from teacher and librarian,

may lead to wide reading of the literature of home economics. Since this literature is voluminous, perhaps a committee of girls, rather than a single individual, compiles a bibliography on the subject. The bibliography will be of added interest if it includes fiction as well as essays and chapters from books. *Sally and her Kitchens* and *Sally and her Homemaking* by May Worthington come to mind as well as more mature home stories for older girls which are not necessarily written with vocational intent.

The showing of vocational films, accompanied by exhibits of literature dealing with the occupations pictured, has proved useful.

When You Leave School announces a counseling session in the library during which seniors discuss with the librarian the practical use of library resources in solving everyday problems likely to arise when school days are over: house plans; aid in interior decoration; information about jobs, repair work, hobbies, living conditions in other localities and similar matters.

An Occupations Week was found helpful in one library. With the aid of the library club, excellent publicity was given the project. The club also assisted with displays of books and other materials, and members worked extra periods when needed. One of their activities was to collect and mount **occupational pictures** for the vertical file.

HEALTH AND PHYSICAL EDUCATION

It is a good guess that in many secondary schools not much attention is given outside of occasional units in home economics to library resources bearing on health and physical education. Once in a while some reference may be made to such a treatise as Martin's *Human Body*, and perhaps a few volumes dealing with health and general hygiene are bor-

rowed from the library and kept on the desk of the gymnasium instructor to be used as occasion demands.

This is not enough. Without decrying the utilization of printed materials as above, it is fair to say that such use is inadequate. Probably no field exists in which boys and girls are more intensely interested than in their own physical well-being and no area in which printed information has a better chance of success even with the reluctant reader. For here a book not only satisfies curiosity but has the added attraction of being impersonal, detached. There is no embarrassment in using it. Dozens are the pernicious ideas it helps to eliminate; dozens are the interests it stimulates. The field is wide open for library reading, and suggestions for encouraging it follow.

My Sports Program is a caption applied to individual reports in which pupils list the sports in which they might or do participate, with reasons for their choices. Or it may head a poster calling attention to books in the library dealing with games and sports, and to other publications taking up the effects of exercise on body and mind. Since pupils are very likely to be interested in reading that has a personal slant, obtaining information for the development of an individual sports program proves an enjoyable enterprise. The lives of famous athletes may come in incidentally.

A sports analysis is worth while. Pupils look up descriptive materials dealing with various sports—roller skating, badminton, boxing—and analyze the sports for their physical, mental and psychological effects. Some pupils are interested in making drawings which show what muscles come into play, and the best reports are written up for publication in the school paper.

"How long do athletes live?" is a question the answers to which provide much useful information on the place of sports in the program of the average boy or girl. Search through magazine indexes brings to light significant statistics. The boy

better sold on sports than on classwork is surprised to find how much the library has to offer him in the field of his main interest. One aspect of the project is investigation of the **present age of professional athletes**—baseball players, hockey players, swimmers—in order to chart the age range during which physical fitness is at its best. **The biographies of famous athletes** which come into the pupil's ken in making up his chart are in themselves the best of incentives to better health habits.

Health habits may also be popularized through posters and charts, with suggested reading indicated. From Munro Leaf's *Eating Can Be Fun* right down the line to Diehl's *Healthful Living* there are books to be dramatized, cartoons to be reproduced or invented and reports to be made.

"**How much alcohol?**" is a question which leads to library projects. Some examples are: reading articles dealing with scientific experiments in reaction time before and after drinking; with the psychological effects of alcohol on varying types of personalities; with alcohol and safety in driving or with alcohol and the athlete. Class discussions or forum meetings follow reading, or lantern lectures are introduced to make reports on reading more interesting.

"**Skin Deep**" and "**Good Looks for Girls**" (see further, p.172), the former based on Consumers' Research information, are titles of books designed to start girls in pursuit of personal charm via the scientific route. Reports on the composition and use of cosmetics, on the care of skin, hair and nails, and related topics stem naturally from the perusal of such library volumes as well as from dips into more sedate reference materials. The making of a bibliography on beauty aids for girls, to be posted in the library, the home economics room or elsewhere, is another worth-while enterprise. And just here it is worth noting that the girls' own comments on the titles, embodied in brief annotations, will go far towards "selling" the books to other readers.

Examples of excellent posture may be searched and studied. Illustrated books on the American Indian will be useful as well as pictures of famous sculpture and of soldiers.

Reading at Home has implications beyond the choice of the right books. Perhaps it is a project carried out by classes in physical education and the library club, looking toward the encouragement of correct posture and proper lighting when reading. Library materials dealing with these matters are consulted, reports are made, and posters are prepared showing good and bad posture and lighting. Or perhaps an auditorium program is worked up, including demonstrations or a dramatic sketch. (See further, p.44.)

Eyestrain and the Book suggests enterprises in which pupils are led to observe differences in type (large and small, clear, or broken as in the case of reprints), typographical arrangement (distance between lines, headings useful in scanning), paper (glazed and dull finish). All these matters have such a vital relationship to the conservation of sight as well as to ease in reading that teachers of health and physical education wisely direct the attention of pupils to them.

Oculists, optometrists and opticians are engaged in various aspects of eye work, and it will be profitable if, in connection with health projects, these vocations are defined. Advanced pupils may also be interested in investigating some of the simpler instruments and mechanical devices used in connection with the examination and correction of eye defects.

Vocational opportunities in the field of health must not be overlooked. As elsewhere, the use of well-prepared vocational literature should be supplemented by excursions into biographical reading, an exceptionally rich field. Heiser's *American Doctor's Odyssey* has undoubtedly started more than one boy on a career in public health.

Tuberculosis as a problem of youth has been developed as a classroom unit culminating in an auditorium program on the day previous to the giving of tuberculin tests throughout the school. Committees of pupils visit the library to get the "latest" on the subject, to be incorporated into reports or speeches. If films are to be shown, a committee assists in setting up an exhibit of library materials to supplement the film; or the library furnishes the information for an editorial in the school paper suggesting preventive measures. The guiding hand of librarian and of health teacher are necessarily present to make sure that all such presentations emphasize prevention, including public health measures, rather than the macabre details of the disease itself. Let no one think that because pupils themselves are developing any project the librarian and the teacher drop out!

Open-air schools have been written about and pictured so frequently that reports on this method of dealing with disease are easy to prepare and of value in dealing with the importance of fresh air in healthful living.

Eating habits in the United States and elsewhere is suggested in at least one course of study as a field for investigation in connection with health instruction. It will, of course, be equally significant in connection with instruction in foods classes. The diets of the Eskimos, the Chinese and other nationalities, as ascertained through reading, afford excellent examples of the influence of climate and of natural resources.

Communicable diseases are of obvious importance to school pupils, some of whom may be interested in looking up statistics as to the prevalence of these diseases before and after preventive measures have been taken (vaccination, inoculation). Others may investigate the work of men like Edward Jenner, Joseph Lister, and Bela Schick, as well as opportunities for careers in preventive medicine and public health.

Beverages—their use and abuse is a topic that sends pupils to the library to learn from modern books on cookery how to prepare tea and coffee to minimize harmful effects. It also leads to search for statistics compiled by life insurance companies dealing with the life expectancy of those who indulge in alcoholic beverages.

Interpretive and folk dancing may develop from reading or lead to reference work. Thus, **dances to represent books** have been experimented with by older as well as by younger boys and girls: Langdon-Davies' *Inside the Atom* has been dramatized by a group of pupils dancing to represent fire molecules being quenched by water molecules; *Trade Winds* has been interpreted in a rhythmic dance; and *Buried Cities* has been exemplified in a series of dance formations based upon Greek vase paintings. (See *Wilson Bulletin* 13:331, January, 1939.)

May Day presents an opportunity for a display of books on dancing, folk customs and folk music under a small Maypole set up on a table by physical education enthusiasts in the school. With the cooperation of the physical education instructor and with judicious publicity in the gymnasium, here is a chance to disprove the belief that the library has nothing to offer this department.

HOME ECONOMICS

Home economics, say the curriculum makers, is concerned with the improvement of home and family living. It not only involves the knowledge and skill required to clothe, shelter and feed the family efficiently but is designed to foster the kinds of human relationships and personalities for which the family exists.

On the side of human relationships and personality it goes without saying that the study of home economics overlaps the fields of guidance and sociology; and in other respects also, home economics impinges heavily upon the social studies. Scientific overlappings are likewise numerous, especially in chemistry and biology. Consequently, many activities listed under those other headings might equally well appear here. Examples are activities connected with health and the chemistry and manufacture of foods.

For the librarian it is further interesting to recognize that under the present-day broad interpretation of home economics, boys are concerned as well as girls. In some schools there exist not only courses in home mechanics for boys but also courses in home problems in which they are led to consider such practical aspects of everyday living as table manners, the relation of food to health, laws and regulations covering food and housing, proper home financing and the choice of clothes and furniture.

In all these approaches to home economics the library plays an important role; for pupils range far beyond the covers of any possible textbook. Consequently the next few pages set

forth suggestive excursions into this world beyond the text. Others will develop out of each year's classroom work as it comes along. And some, as suggested heretofore, may be hit upon through the use of the Index in this volume and the first **ACTIVITY BOOK**.

FAMILY LIVING

Some pages back it was suggested that one of the best approaches to those problems of family life so often of deep and vital concern to boys and girls is through guided reading in which situations akin to their own are, in fictional form, met and analyzed. Among these problems are finance, clothing and social relationships and pressing questions of sex, marriage and divorce as they affect young people. In these areas books are silent monitors, not to be sidetracked by specious argument; and to the degree that their appeal is emotional, they are frequently more effective than text or lecture. Let the library be sure, then, that it houses plenty of wholesome, and preferably modern, tales of family life; and let it also be sure that home economics teachers, as well as guidance counselors and English instructors, know the books are there, waiting to be used at the psychological moment.

The mistake should not be made, however, of thinking that fiction alone may be used in approaching questions of home life. Serious investigation through other library channels is equally important.

Why Young People Leave Home is a good example of a topic suitable for investigation outside of fiction. Following class discussion of the reasons usually advanced for leaving the parental roof, reports are prepared on social problems engendered by homeless people, hoboes and transients, and someone perhaps reviews an article telling what happened to a group of boys who followed the circus. (See *Survey Monthly* 79:326-27ff., December, 1943.)

The fact that many high school boys and girls help with the care of younger children in the family has led to the inclusion

of units in the home economics curriculum bearing on activities and amusements appropriate for these younger children. Among the units is one on **Books for a Little Sister** (or Brother) who cannot yet read. This inevitably brings high school pupils to the library to read and discuss picture books, children's verse and other forms of children's literature. They also examine lists furnished by the public library, and individuals will almost certainly wish to pursue further their investigation of children's books in the children's room of the public library itself. In this case, a note of introduction from school librarian to children's librarian may be in order.

Home service as an occupation for girls is the theme of a unit investigated through vocational materials available in the library. Allied occupations, such as hourly care of children, are also reported on.

HOUSING AND LIVING CONDITIONS

How houses condition family life is an excellent field for investigation. After recalling, or looking up, significant facts about early American housing and equipment, pupils discuss the effect of these factors on the lives of men, women and young people. Following this, some aspects of the history of housing are investigated through the library. Then come excursions via reading into the conditions of life in slum districts, and efforts to ameliorate undesirable conditions through **housing projects** public and private. Finally, **the house of the future** is considered: the effect of increased conveniences on the status of women in the home and of home recreation rooms on the lives of young people. Throughout, the use of periodical literature is emphasized.

Home recreation. When customary avenues of recreation were cut off by World War II, many boys and girls found themselves at a loss to invent or discover things to do in leisure time. In or out of war, the same necessity and the same be-

wilderment is present; this suggests that in addition to discussing in class the values in home amusements, a desirable follow-up consists in the examination by pupils of books on home games, the listing or description of a few not already known, and analysis from the point of view of how they promote family unity or aid in the development of good habits. Another follow-up in some cases might be the planning and equipment with homemade furniture of **a basement game room** along lines suggested by magazine articles and home-planning publications.

Buying furniture. A unit on this subject calls for an exploratory trip to a furniture store. But the trip is preceded by dips into library books and pamphlets covering woods, their durability and finish, points in construction to be noted, design in relation to use, and cheapness versus durability.

Houses in Literature may go beyond mere description to suggest how human dwellings convey atmosphere and express family tradition, culture or an air of permanency. The help of the librarian and the English teacher will be needed in locating descriptions of such houses. But once located, advanced pupils find in them opportunities for profitable analysis devoted to finding out what goes into the creating of "atmosphere" in a house.

Proceeding from the more intimate aspects of family housing to the consideration of housing and living conditions from a broad social point of view, projects like the following are introduced.

Ways in which society takes responsibility for living conditions. This is far-reaching activity in which many topics previously mentioned are again drawn upon. Among subjects for investigation through the library are legal restrictions on housing, sanitary regulations, government loans and government financing. Models and plans are made and exhibited, and debates, discussions and reports are numerous. (See further, p.201.)

Public utilities serving the home have been investigated through books, pamphlet materials and clippings found in the library—especially the two latter, since it is usually desirable to localize such projects as far as possible. Descriptions of the plants (pumping station, electric light plant, sewage disposal plant), ownership or regulation by the community and financing are items that come into the picture. If pupils can visit the plants, so much the better. But reading about them before and after is still desirable.

Housing standards, laws and regulations. Investigation of these matters, especially as they affect the local community, is a worth-while activity. Having discovered the laws and regulations with the help of the librarian, pupils use them as a basis for surveys of their immediate neighborhoods or communities.

Household mechanics has often been taught as a course, chiefly for boys. But with the demands made during the war for a “handy woman” to take the place of the proverbial handy man it is likely that knowledge of how to do simple repair work about the house will be given increasing emphasis in home economics courses for girls. No doubt texts will cover many of these processes; but activities and problems are desirable which will introduce girls to the rich literature of repair work available on library shelves—a literature of the work bench and tool chest traditionally the property of boys.

CLOTHING

Man-made fibers and clothing substitutes (rayons, lastex, nylon, leather substitutes) now make perhaps the most interesting field for investigation by girls making a study of textiles and clothing; and the possibilities for investigation through the library are not only numerous but fascinating, for generous illustration accompanies text in almost every instance. Not a few of the pamphlets put out by manufacturing concerns

are works of art both typographically and pictorially, while descriptions of processes are not too involved for the amateur. Lacking films or slides, illustrated talks may still be given by pupils with the aid of the materials mentioned above and a reflectoscope.

Mythology in relation to clothing and personal adornment.

Some girl more interested in dress than in Latin literature may be surprised and interested to discover that her "Persephone print" and "Diana sport shoes" have a classical background. Why not a trip to the library to discover why these, and other classical trade names, are appropriately used?

Costume design gets a decided impetus from the files of historic costume plates and less ambitious costume illustrations culled from discarded periodicals by an energetic librarian. Many books outside the specific field also stand ready to furnish the amateur designer with "ideas" or the wherewithal for reports on the origins of various articles of wear. The Quennell (Mrs. Marjorie C. and Charles H. B.) series on "Everyday life" and "Everyday things" in England, Greece and Rome¹ are cases in point. Volumes like these, invaluable to the student of social history, may also be of rare usefulness to the amateur designer and the costumer, and librarians and instructors wisely see that pupils learn of them through use.

Dress designers and their work is a topic that will prove interesting to read about and may start some girl or boy on the way to an occupation. When a list has been compiled of well-known American designers, they may be classified as specialists in custom-made clothing, creators of wholesale suits and coats, specialists in clothes for cinema stars, and so on. Choosing one designer, each pupil makes a special report on him—his background, education and special qualifications, characteristics of his work—drawn at least in part from magazines

¹For full list see *Standard Catalog for High School Libraries*. 4th ed. H. W. Wilson, 1942.

examined in the library. Following this comes discussion of courses in high school recommended for the student interested in designing (consult books like Schultz, *How to be a Fashion Designer*) and reports on required courses in schools of costume design and on jobs in the fashion field open to well-prepared young people. (Oglesby, *Fashion Careers*, and similar titles.)

Other occupations to be investigated in like fashion include department store fitter, personal shopper or shopper's counselor, demonstrator, power machine operator (in clothing factory or laundry), garment saleswoman, dress shop owner, women's column editor, textile research worker.

Needlecraft is given a rich background if pupils are encouraged to search out and make use of fine examples reproduced in books and plates. A girl about to work out a border design suitable for some modern article of dress may well visit the library to examine portfolios of costume plates and textile design. Reproductions of old tapestries, laces and the like are likewise sought through the library.

FOOD AND NUTRITION

Here is another field of major emphasis, pushed into more than ordinary prominence by World War II, which flooded the library shelves with bulletins and loaded its magazine racks with articles on cookery, vitamins, food substitutes, and food processing.

Concentrated foods will remain a subject of genuine interest even when the war is over, and wartime accounts of Ration D or K, together with the pictures and cartoons that blossomed along with the more serious accounts of concentrated proven-der, will still be worth looking up. In addition, the story of how dietitians and food experts served their country through investigation and the working out of dietaries will add dignity and interest to vocations based on food.

Manufactured products used in the home are so frequently the reason for trips to the library, with subsequent reports and class discussion, that it seems unnecessary to give space to such small projects in detail. Reports cover everything from gelatin to house furnishings. Much desirable practice in the use of library tools, such as the card catalog and the periodical indexes, results, and needed stimulus is given girls in the direction of individual exploration if looking up information is not made so easy as to be a mere matter of reading an assigned reference, with page and chapter indicated. The future housekeeper who does not know *how* to look for information on new problems that confront her in the day's work is lacking a most desirable skill.

"Hunger Fighters" by Paul De Kruif is a book which has been utilized as a starting point for a number of activities dealing with food in relation to health and physical fitness. Other titles may be called into service in the same way.

Legislation covering foods may be investigated. The pure food and drug act is scanned, and inadequacies are pointed out. State laws and city ordinances covering the handling of food are looked up as a preliminary to a tour of a packing plant or other local concern preparing food for the market.

"Vitamins Every Day," a pamphlet issued by one of our state colleges of agriculture, suggests a number of activities. In the library will be found other publications containing up-to-date information and charts which may be exhibited along with charts prepared by the pupils themselves. Pupils may also select from the many sources available the articles on vitamins which they think might best be used to enlighten persons of limited scientific knowledge; or they may introduce valuable books and pamphlets to visitors attending Parent-Teacher Association meetings or an open house. One course of study suggests the preparation of a radio broadcast on the discovery of vitamins, telling how the lack of such elements in the diet

has influenced the lives of people. Similar broadcasts or dramatic episodes dealing with other discoveries will suggest themselves.

Discoveries in nutrition are of extreme interest at a time when, because of current research, so much is being learned. Advanced students in foods and chemistry follow discoveries through the pages of periodicals like *Science Digest* or *Science News Letter*, while those less advanced collect significant information through bulletins especially prepared for school use or popular articles in health journals (*Hygeia*) and in journals devoted to the home and its interests. To train pupils to keep abreast of the news in these fields a class committee may be appointed from month to month to examine and report on current articles or to prepare bibliographies and notices for a classroom bulletin board.

The prevention of food spoilage as practiced by stores has been found to be a good field for investigation and an important one. Observation in the grocery store and butcher shop is capped by reading, in the library, material on good and bad practices. **The grading of foods** is a related topic worth investigating (see p.195).

Night Blindness—Its Cause and Cure is a good example of an activity motivated by events featured in current news. When the account of an automobile accident in the morning paper suggests that night blindness may have been to blame, the instructor calls the attention of the class to the item and follows up with a question: What is night blindness and how can it be prevented? If somebody volunteers to go to the library and find out, an activity in the field of nutrition has been initiated. Discussion of this particular disease may lead to the investigation of other physical infirmities due to improper food, to reports on them, and perhaps to the making of posters or graphic charts based on information gleaned from library sources.

"He-Men Wear Aprons," an article written by Jack Dempsey and published in the *American Magazine*, July, 1935, is a good starter for an activity concerned with opportunities for men in foods. The biographies of famous chefs are read, the careers of equally famous restaurateurs are looked up, and straight factual information relative to these and similar occupations is searched and reported on. The work of grocers, food inspectors and food chemists is not, of course, overlooked.

Vocations in foods are more numerous than those already hinted at. Some may be explored in chemistry or biology, but others come naturally into the ken of foods classes by way of career stories or straight factual reading.

CONSUMER EDUCATION ²

Consumer agencies and their work can be studied through their publications, such as the *Consumers' Guide* of the U.S. Department of Agriculture, *Consumers' Research Bulletin*, and so on. When these have been examined and reported on, attention may be turned to miscellaneous publications like the "Better Buymanship" pamphlets of the Household Finance Corporation, one aim being to ascertain whether the object is to sell certain products or whether the leaflets are disinterested attempts to disseminate useful information. Such training of future housewives in the detection of trade propaganda ties in admirably not only with units in home economics but also with discussion of propaganda in other fields. (See further, p.113, 158.)

Perhaps an even better approach to the publications of consumer agencies is through the posing of problems that require their use. For example: "The H. family is about to buy a vacuum cleaner. Mrs. H. has been told that the cheap model put out by the XYZ Company will do just as good work as a more expensive machine equipped with a revolving brush and a heavier motor. Is her information correct?"

² See also Index under this topic.

Better Business Bureaus, like consumer agencies, are organizations worthy of the attention of home economics groups. And here, as before, library resources will be in demand.

Installment buying is a subject of such great practical interest that there is always plenty of current material giving the pros and cons. Its presence in the library suggests a panel discussion based on outside reading—that is, outside the textbook. Other possible activities are the preparation of graphic charts showing comparative costs, and the preparation of skits or dramatic dialogs in the course of which, let us say, Mrs. A. and Mrs. B. compare notes on the cost of their new refrigerators or family cars.

Quiz bees dealing with matters such as those already mentioned and with other information of significance to home economics pupils are useful, since they require the use of varied library materials in their preparation.

Trademarks, brands, labels and guarantees are so important from the point of view of the consumer that a project dealing with them is worth while. First there is the matter of definition, and here dictionaries come into play. Then there is the history of trademarks in general, and perhaps the history of individual trademarks. Examples of guarantees appearing in books on business may be searched and their wording studied. Finally, there may be placed in the library a poster displaying famous trademarks, or examples may be displayed in a showcase.

Grading and grade labeling is a significant topic of timely interest readily investigated through the library. Pupils ascertain what tests are used in the grading of various products and what these tests have revealed in certain outstanding cases. They also identify labels. Prominent among sources of information are publications of the U.S. Department of Agriculture and the Cooperative League of the U.S.A.

Buying Your Shoes is the catchword title for a project typical of a number that may be developed in connection with a unit on consumer education. The manufacturers' booklets and government publications available in the library provide information on materials and design, and physiologies and books on personal hygiene emphasize other aspects of the problem. Posters on foot health are made or secured from outside sources. Uncle Sam's solicitude for his soldiers' feet is reported on, and the project may be further extended to cover a brief survey of historic footgear.

Good breeding as shown in buying habits is a topic which leads to the reading of periodical articles and chapters in books dealing with the subject. Perhaps some girl may be interested in investigating the subject in preparation for the writing of an English theme. Or a group may develop their findings in dramatic form for presentation in class or on the auditorium stage.

CHAPTER XI

BUSINESS, MATHEMATICS AND INDUSTRIAL ARTS

BUSINESS

The aim of the business or commercial curriculum considered as a unit in general education is not, as viewed by the up-to-date curriculum maker, wholly vocational. The other, and equally important, aim, is at least fourfold: (a) to insure on the part of the pupil some ability to interpret current economic problems; (b) to make him a better consumer of goods and services; (c) to develop within him a desire to improve present economic life; and (d) to administer his personal financial life effectively.

Obviously, such a program impinges heavily on the social sciences, as well as on the field of guidance, and on some aspects of mathematics, such as interest, insurance, budget making and taxation. Commercial art and consumer education may also come into the picture. In consequence, the librarian or the teacher considering the inauguration of appropriate library activities will naturally draw upon projects outlined under these related subjects. This is particularly true when it comes to the consideration of human relationships in business, the importance of personality traits in applying for and holding a job, or the psychological aspects of buying and selling.

Forewarned is forearmed. If entries under Business are few, turn to the related fields just mentioned or consult the Index under specific headings.

Library visits. Not infrequently a class in office practice or

some kindred commercial subject discovers at the end of a chapter in the text a list of books useful in answering reference questions that may arise in the course of the day's work in an office. At this point a visit to the library is wisely suggested so that the class may become acquainted with the volumes listed, or the librarian is invited to come to the classroom, bringing the books with her. Such visits are followed up or accompanied by search for answers to current questions: the proper form of address when writing to a government official, the name of the president of the National Association of Manufacturers, the coffee imports from Brazil last year. When pupils formulate questions of their own on the basis of practice correspondence, the visits are undoubtedly more profitable.

Business organizations and agencies. The work of the Federal Trade Commission, the local Better Business Bureau, and related organizations are good examples of topics providing opportunities for investigation and report and, perhaps, class discussion. Materials must be obtained from the library, and it will be well for a committee to investigate, preliminary to the start of the project, whether the literature needed can be obtained at once or must be borrowed from the public library or other sources. In any case, a bibliography will be helpful, and if titles do not present too great difficulty in the way of bibliographical entry, the committee may make up a list for the use of the class. Otherwise the librarian or the teacher prepares it, and the committee sees that the list is posted along with a note explaining where the items included, especially bulletins and pamphlets, may be found.

At the risk of repeating, it is necessary to emphasize once more the importance in all such enterprises of ascertaining from the library *in advance* what materials are available. Very often, printed information must be collected from outside sources and cannot be obtained instantly; or the process of unearthing it takes time, which must be allowed the librarian and the committee itself.

Further topics for investigation and report appearing in recent course syllabi are listed here as suggestive of the fields which may be looked into by pupils and reported on for the benefit of the class:

The Origin of the Typewriter
Oceanic Cables in International Business
Personal Characteristics Necessary for Success
Filing Systems
Biographies of Successful Business Men
The U.S. Chamber of Commerce and Its Activities
The National Association of Manufacturers and Its Activities
Installment Buying—Does It Pay?
Business Methods that are Different from Ours (Oriental bazaars, barter systems, English methods as described in Arthur Train's amusing book *As It Was in the Beginning*)

Advertising and selling by mail may be investigated historically as well as from the angle of present-day practice and statistical data. The history of Sears Roebuck or Montgomery Ward makes a fascinating story, especially if along with history are presented examples of changing fashions in dress and household wares such as may be found in Cohn, D. L., *The Good Old Days*.

Business poems are profitably searched and read. They should not be the rhymes currently appearing in daily papers but more serious literature like Henry J. Van Dyke's sonnet on "Work," and recent verse of merit. Pupils may prepare a bibliography or a scrapbook of favorite verse to be left in the library for the use of future classes.

Vocations in commerce and business will naturally not be overlooked. (See further, p.172 ff.) Those requiring a knowledge of foreign languages have already been mentioned (p.116) and in this connection *a report on the use of "basic" languages* might be apropos.

It goes without saying that in the vocational field the library's files of pamphlets, occupational bulletins, and periodicals

should be exploited to the utmost. Nor should it be forgotten that **graphic presentation of facts** is highly important in business and commerce. Consequently, experimentation with this method of reporting on facts ascertained is encouraged. (See further, p.151.) Quite likely this can best be accomplished through a live **School Commercial Club** alert for significant activities as well as for program material. (See first **ACTIVITY BOOK**, p.40.)

Finally, the **reading of biographies** of outstanding business men may be of greater importance than all the other library activities put together, for here worthy attitudes and character traits difficult to teach are absorbed indirectly.

MATHEMATICS

In schools following traditional patterns in the teaching of mathematics, not much call may be made upon the library unless, perhaps, some energetic teacher organizes a mathematics club. Even a school following a highly socialized pattern by way of a modern text in socialized general mathematics may make few demands on the library for the reason that the text itself provides most of the necessary preliminary information; e.g., a unit on the cost of utilities opens with a page of diagrams explaining the gas meter and how it is read. No need in this case for pupils to look up meters in the library preliminary to launching forth into problems dealing with gas and electric bills.

Nevertheless, in the teaching of mathematics the claims of the library are increasingly recognized. Writing of this matter, Harold P. Fawcett observes, "As pupils and teachers together explore the language of number and examine the nature of space, questions are certain to be raised which go beyond the narrow confines of any one book."¹ And he adds that books dealing with historical aspects are particularly helpful in leading to an understanding of how the development

¹Fawcett, H. P. In Foreword to Heller, F. M. *Mathematics—Queen of the Sciences*. H. W. Wilson, 1938. p.3. (Reading for Background series)

of mathematics has affected the thinking of people and, consequently, world history.

It is in line with such points of view that the up-and-coming mathematics instructor sees to it that occasional problems and projects having social, scientific or other significant backgrounds are consciously introduced or grow naturally out of the day's work. Perhaps the cost of building a house is being figured and the question of financing comes up. "Our home is being paid for through the F.H.A. plan," announces Pupil A. "What is the F.H.A., and what is its plan?" questions Pupil B. And right there a trip to the library is indicated as a preliminary to a problem in finance, i.e., mathematics.

Among units in the mathematical curriculum that have definite social bearings are **insurance and taxation**. Problems here, as elsewhere, are so stated as to emphasize the practical importance of these matters in everyday life. Consequently the librarian need not be surprised if members of the class come in to secure statistical data and other information to be used in the development of graphs or in figuring amounts to be allowed for insurance and taxes in estimating a family budget. In the same category are problems dealing with the cost to the individual taxpayer of certain aspects of government. For spice, there are questions about uncommon insurance risks: the cost, value and extent of insurance on a musician's fingers or a dancer's feet.

Thrift (biographies of thrifty persons), **pensions** and **social security** (statistics and graphs) are other aspects of mathematics that bring pupils to the library, while **the preparation and use of statistics** may in itself form a unit of study with supplementary investigation of the methods and machinery of the census taker or the punch card techniques of the research worker.

"Mathematics in Aviation" (see bibliography, p. 203) is a small volume prepared with the cooperation of the Civil Aeronautics

Administration which is useful to pupils not planning to be aviators as well as to those who are. For in the "air age" coming even the layman may thank the school which has introduced him, through reading and an occasional problem or project, to the arithmetic, algebra and geometry of flight as well as to its science.

Geometrical forms in nature, such as snowflakes, suggest exhibits in which scientific books, loose plates and drawings by pupils are utilized. Accompanying posters made by the pupils feature geometric design.

Money and Our Monetary System is a unit of study which brings into use encyclopedias, pamphlets and books on finance as well as volumes on coin collecting.

Budgeting for the individual and the family is a mathematical project requiring current information on costs of commodities, size of average family, best practices in budgeting. Statistical data can be obtained from the library.

Installment buying, suggested earlier in connection with home economics, is also taken up in mathematics, and its pros and cons can be made a matter of investigation through the resources of the library.

Precise measurement is a matter of increased consequence in wartime. Magazine articles on the production of precision instruments provide background reading.

BOOKS USEFUL IN MATHEMATICAL ACTIVITIES

AMERICAN COUNCIL ON EDUCATION. COMMITTEE ON MATERIALS OF INSTRUCTION. *The Story of Numbers*. The Council, 1932.

——— *The Story of Weights and Measures*. The Council, 1932.

——— *Telling Time Throughout the Centuries*. The Council, 1932.

The above three inexpensive pamphlets are useful in both elementary and high schools.

- BALL, W. W. R. *Mathematical Recreations and Essays*; rev. by H. S. M. Coxeter. 11th ed. Macmillan, 1939.
- COLLINS, A. F. *Fun with Figures*. Appleton-Century, 1928.
Magic squares, lightning calculation, perpetual calendars, etc.
- DUDENEY, H. E. *Amusements in Mathematics*. Nelson, 1917.
Puzzles and problems.
- HOGGEN, L. T. *Mathematics for the Million*. New ed., rev. and enl. Norton, 1940.
Historical and social aspects stressed.
- JONES, S. I. *Mathematical Clubs and Recreations*. S. I. Jones, 1940.
- OSTEYEE, GEORGE. *Mathematics in Aviation*. Macmillan, 1942.
(Air-Age Education series)
- SMITH, D. E. *Number stories of long ago*. Ginn, 1919.
For young readers. Authentic and historically accurate.
- SMITH, D. E., and GINSBURG, JEKUTHIEL. *Numbers and Numerals; a Story Book for Young and Old*. Columbia University, Teachers College, 1937.

For a much more complete list, see

- HELLER, F. M. *Mathematics—Queen of the Sciences; a Bibliography of Materials for Atmosphere and Background for Pupils in the Elementary and High Schools*. H. W. Wilson, 1938. (Reading for Background series)

INDUSTRIAL ARTS

At least six functions in addition to manipulation of tools and materials and mastery of skills have been set forth for the curriculum in industrial arts:

- Orientation in an industrial society, involving, among other matters, exploration into types of tools, materials, processes, etc.
- Occupational guidance
- Encouragement of avocational activity
- Consumer education through knowledge of processes, materials and the like
- Development of social understanding and desirable attitudes in such matters as the integrity of workmanship, wages and hours of labor, housing
- Cultural development through knowledge of style and design in items of common use

In all these the library has its share. Books on hobbies help pupils to identify and pursue avocational interests; vocational guidance materials offer opportunity for investigation and wise choice; descriptive booklets dealing with manufacturing processes, treatises on labor problems, and books covering design and historic ornament represent but a few of the printed resources that may be requisitioned for service in the development of shop projects.

Often the borderlines between an industrial and a fine art are all but indistinguishable, so that projects dealing with the artistic aspects of a mechanical or manual process are apt to develop.

Printing is a good example of this overlapping. Setting type and doing job work involve problems in balance, tone harmony and the like that may be made to eventuate in trips to the library, where the advertising pages of magazines come into play as well as formal treatises on art. Other topics for investigation include **type design through the centuries and now, famous printers and their work, notable presses of today.** All these and many more are topics that provide background for the practical problems of the shop. Indeed, the library should be a happy hunting ground for pupils engaged in printing.

The materials of industry offer unlimited fields for investigation. But perhaps there will only be time for the materials actually used in shop projects, such as wood, metal and paint. Here are a few topics for study suggested in connection with a unit on woodworking: (a) kinds of wood, sources and use; (b) forestry and the forest ranger; (c) lumbering and sawing; (d) the drying and preservation of wood; (e) furniture weaving—cane seats, etc.; (f) fakes and imitations—veneers, simulated antiques and the like.

Industrial first aid activities run all the way from reports on what to do in case of injury from equipment in the school

shop to investigation of the methods used by industrial establishments to safeguard and care for their workers. A closely related topic is **industrial safety**, calling for investigation of safety measures in manufacturing plants, laws covering these measures, statistics and the responsibility of the worker.

The repair of household equipment (see further, p.185) is a frequently mentioned activity for boys. At first glance there appears to be little reason to think of the library in connection with such projects. But somewhere the amateur mechanic or carpenter or electrician is sure to run into problems which either require the use of reference materials or which, because of the interest they arouse, easily lead to prolonged investigation through books. Boys who have found certain volumes of interest and practical value are in a position to work with the librarian in building up an index of recommended titles, supplemented from year to year with current items drawn from periodicals and new books. Or they investigate a number of titles preparatory to listing a few indispensables for **a home mechanic's bookshelf**. When the list has been compiled, the books are exhibited in library or shop on a bookshelf built for the purpose by the amateur bibliographers.

Many skills taught in shop or in mechanical drawing classes can, with the cooperation of instructors, be put to practical use in the library itself on the basis of school service. Among these are the drawing of plans and the setting up of specifications for special items of library equipment and the lettering of signs and shelf labels.

The making of graphs and charts, if taught in the industrial arts curriculum, may also lead to projects by which the library itself profits. For example, circulation and library attendance statistics have been graphed for use in the school paper in connection with a student campaign calling attention to bad situations connected with seating, rush periods at the loan desk, and the like. (See further, p.38.) On the other hand, graphs and charts dealing with the subject matter of units in

the industrial arts curriculum itself—wages and hours of labor, manufacturing trends, occupational opportunities—call for search through statistical data, and this provides excellent opportunity for introducing and emphasizing the usefulness of a few common reference tools.

The evolution of the lathe and other shop tools may be used as the basis for activities in which pictures, models and drawings figure along with work from the school shop and books dealing with machine crafts.

Mechanical and technical magazines scarcely need to be pushed, for they are avidly read by many boys and an occasional girl. However, encouragement may well be given for their use in the preparation of class reports and in the pursuit of personal hobbies.

Topics for investigation through the library are as varied as the trades, devices and inventions of a mechanical age. A few suggestions in addition to those found in the first **ACTIVITY BOOK** follow. Possibilities for exhibits and vocational guidance should not, of course, be overlooked.

Ancient metallurgy and metallurgical tools is a topic which may be looked up through historical and other sources and developed in varied ways. In place of the conventional report, a pupil may prepare a lecture illustrated with mounted pictures and drawings or give a lantern talk with slides or a movie. In cooperation with the history department, a program depicting the crafts of primitive man may be prepared; or in collaboration with the art department, a frieze may be developed covering the same field.

Metalcraft in American architecture has been made the subject of an activity in which beautifully designed gates, balustrades and grillwork were among the forms searched. A trip through the French quarter of New Orleans was taken with the use

of slides, postcard pictures and a guide book showing the lovely ironwork there. Reports were made on metal accessories for buildings and grounds, some of them amusing, e.g., metal animals placed on lawns, humorous weather vanes.

Feats in bridge-building have been frequently and fascinatingly written up, and reports and discussions on such feats are listed as "related information" in a unit on forging.

House-planning units call into use the library's store of books and magazines on domestic architecture and sometimes result in the display of models or best plans.

Designs and drawings of all sorts may be searched, whether for a simple bookcase, a candelabrum of iron to be turned out in the school forge shop, or drawings for parts of the gas engine under construction in some amateur mechanic's backyard.

A working library for the amateur machinist, woodworker, radio mechanic or airplane enthusiast makes a good project when the use of reference tools is taught. Pupils investigate the volumes available in the field of their special interest and, considering expense and usefulness, compile a list of "musts."

"Great Inventors and Their Inventions" is the title of a little book by Frank P. Bachman which has long held a place on library shelves and in revised form still appears there, suggesting biographical reading of interest to boys especially. This particular book is perhaps best for the junior high school age, but there are plenty of others for older boys. Such volumes furnish the basis for dramatizations or dramatic narratives in the auditorium featuring stirring moments in the lives of Edison, Bell, Morse, Stevenson and others. Radio programs like "The March of Time" provide excellent examples of such dramatization.

"March of the Iron Men" by Roger Burlingame is a social history exploiting the mechanical ingenuities by which America has climbed to world fame. Like many another readable volume this one provides the wherewithal for reports and discussion.

"Flight" is a word to conjure with in the library, whether through posters calling attention to the latest books on aviation or as a catchword for an exhibit of airplane models constructed by industrious boys and girls from designs found in wartime pamphlets or peacetime handbooks. Or perhaps it introduces a collection of biographies voted "tops" by the pupils who have read them. (See Index under AERONAUTICS.)

In closing this section it is worth noting that the librarian searching for the books and pamphlets essential to carrying out the multifarious projects possible in the industrial field will find excellent help in the latest editions of *Standard Catalog for High School Libraries*,² in which, due to World War II, the number of entries has been greatly increased.

² *Standard Catalog for High School Libraries*. 4th ed. H. W. Wilson, 1942. (Also supplements)

CHAPTER XII

ARTS, CRAFTS AND MUSIC

ARTS AND CRAFTS

This is a curriculum field which might well have been placed ahead of all others, for it is noticeable that at least half the enterprises heretofore described have been shot through with creative activities of a graphic or craft nature. In the lower grades children draw pictures of their favorite book characters; in the intermediate grades they design book-marks and decorate library corners; in the high school they prepare posters and plan artistic exhibits.

The relation of art to the whole program of education is admirably stated in the following:

For many years art was looked upon as an isolated subject in the curriculum, to be tolerated only as an escape and as a source of interest to supposedly talented pupils. This resulted in a narrow, superficial dilettantism with no expansion of a field which for centuries has been a living source of enjoyment and culture. The modern school in its more progressive aspects seeks to develop richness of experience not only in the intellectual but in the emotional life of the individual. Art becomes a vital factor in the enriching of the broad program of education. It not only adds vitality to other subjects, but it draws nourishment from those subjects and, consequently, becomes more intense and alive. . . .

Through visual and graphic learning the academic studies are made more real and interesting. A country becomes far more attractive when visualized in pictures or posters the student himself has made. Designing an artistic map in relation to literature, geography, agriculture, or science is a live and practical art problem. Illustrating a poem or story enhances its interest and kindles

the imagination of the child. Through art, history can be learned, and art appreciation can be enhanced through correlation with history. Science can enrich art, and art can aid in the knowledge of the sciences. The doctor, dentist, teacher, engineer and architect, each needs drawing to help him visualize forms in his own field. . . . Surely . . . the creative activities of art must penetrate everything that is going on in the life of the school so that art will ultimately function in real life situations.¹

Fundamentally, then, half our activities have been expressive of the aims of the art teacher—have, indeed, been vital aspects of art education. Nevertheless, the arts and crafts as immediately concerned with the library deserve a chapter to themselves.

An excellent example of the integration we have just been talking about is to be found in a Perth Amboy tentative course of study for grades nine to twelve, which lists the following topics for the ninth year: Historic Perth Amboy and the City Today; City Planning; Housing; Art in Dress; Transportation (emphasis on boats); Power and Its Allied Forces; Art in Industry. By the eleventh year pupils are developing their art work around the general topic of Art in Relation to Leisure. By the twelfth year, when there is a unit on Art in Community Living, pupils are reading such books as *Mastering a Metropolis*, by R. L. Duffus, and *Parks, Their Design, Equipment and Use*, by George Burnap. That excursions to the library must be made to secure the varied information essential to such study is obvious.

From the point of view of integration with historical study we get this:

When . . . art problems involve historical material, the art students turn to the Library not only for information concerning this material but for the stimulation and inspiration that may come from knowing and understanding. This understanding may come either thru the printed word or thru visual examples. It is information and stimulation that can be creatively used by the student

¹ Cleveland Board of Education. Department of Fine and Applied Arts. *Course of Study in Fine and Applied Arts for Elementary Schools*. 1938. p.70.

to provide something that is essentially his own. A student browsing thru the pictures of a past era, or reading a description, has his imagination fired by a chance phrase or a pictorial detail, and so stimulated, expresses in some art media the emotion or mood thus invoked.²

Commercial art as taught in high school also leans heavily on the library not only for standard books on lettering, drawing and design but in connection with special projects as, for example, the designing of magazine covers. Colorful covers may be collected by pupils, art teacher and librarian to serve as sources of ideas; and the best may on occasion be selected by pupils and arranged in posters or as wall exhibits for the edification of the school or perhaps to advertise library resources.

Architecture, too, opens rare vistas for individual or group library projects. In addition to such traditional activities as reports on the architecture of the Egyptians, problems in the origin or identification of architectural forms are possible. The pillars along the front of the school building—are they Doric or Ionic? The spire of the Presbyterian church—where did the form come from? The cupola on the old brick mansion at the end of the street—what are its historic backgrounds? A book in the library picturing colonial doorways starts some ambitious pupil collecting with his camera local examples of such doorways, or modern adaptations. Chimneys, windows or decorative features are likewise caught with the camera, while local civic buildings are photographed or sketched to be compared later with famous structures elsewhere, in Europe or in Asia. Finally, photographs and sketches are arranged in a scrapbook, accompanied by historical notes derived from library or other sources, and, where possible, by notes on artistic qualities and architectural style.

² Green, H. B., and Eaton, A. T. "Paint Brushes and Print." *Wilson Library Bulletin* 14:17, September, 1939.

This article by an art teacher and a librarian sets forth informally a number of significant activities. It should be on the librarian's reading list.

It is probable that projects as ambitious as this one can best be carried on by class groups or club members working cooperatively. But who knows? Perhaps there is in the group a budding architectural genius who may become an industrious collector as a prelude to a distinguished career.

In the elementary school, **geography friezes** are made by children in art classes with such constant recourse to library material that the projects become almost as much library activities as classroom enterprises. Before the children working on a frieze can go very far with it, they must make small illustrations covering style of buildings, settings, phases of life (the desert, modes of travel, life around the home, recreation), and many other matters. While busy with pictures, descriptions in books, magazine illustrations, costume plates, and the like, pupils will obviously require constant teacher and librarian guidance.

Crafts and craftwork projects draw steadily on the library:

Wood carving requires, among other things, the selection of suitable woods. Why not, asks the teacher, a committee report on the subject, illustrated with pictures if they can be found? By way of encouragement she adds that the library has books, bulletins from the U.S. Forestry Service and advertising leaflets from lumbering or cabinetmaking firms which may be consulted.

If, when the class committee shows up, the librarian cannot fill all its needs immediately, she arranges to borrow from the public library and, if there is time, requests material from commercial or governmental agencies also.

Pottery making, being one of the oldest of handicrafts, leads naturally to the use of books on primitive man. Conversely, the study of primitive man (cave dwellers, Indians), supplemented by the reading of library books covering the field, leads to the production of pottery by children, many of whose

ideas for design can be traced back to their reading. Similar tie-ups exist between craftwork and units on the civilization of Egypt, Greece and Rome. In the high school an individual project may develop bearing on the use of the potter's wheel as a poetical symbol. Bartlett's *Familiar Quotations* and like volumes are introduced here.

Weaving is like pottery in the opportunities it offers for historical and literary activities. **Famous tapestries** come to mind as subjects for investigation, as well as **rugs**, oriental and Indian. Even the small library can provide a wealth of illustrative material through manufacturers' booklets and pictures clipped from magazines. Nor should volumes on primitive and early American life be forgotten with their pictures of spinning wheels, looms and handmade rugs.

Block printing leads naturally to the examination of facsimilies of early book illustrations and to projects connected with the history of printing. Even a small school library can furnish examples of historic block prints, either through its encyclopedias, its histories or its picture file.

Modeling and amateur sculpture as carried on in the school is supplemented by investigation of sculpture, ancient and modern, as reproduced in art histories and elsewhere. Amateur manuals found in the library guide the budding artist in developing his own ideas in clay, soap or manipulable plastics. Perhaps he will enjoy experimenting with casting, or building his own oven for the baking of his ceramic pieces. Trips to the school library followed by more extensive research in the public library are in order here.

Stagecraft is bound to lead to the library. For in addition to its purely artistic aspects there are always practical problems of lighting and construction to be solved, problems that point the way, not necessarily to shelves on which appear volumes dealing with the fine arts but to sections of the library where

the useful arts prevail—treatises on electric wiring, flood lighting and carpentry.

Beadcraft immediately suggests material on Indian lore such as the library is sure to have: books on Indian life, Campfire Girl handbooks. The fact that the word “bead” derives from a term common to the Teutonic languages meaning “to pray” immediately suggests projects of a literary or historical nature.

The making of miniatures and models, whether of historic places, famous buildings, viking ships or modern airplanes, offers endless opportunity for library activity. Books, pictures and historic narratives are studied, and excursions made by way of the library into costume and decorative design. Books of a how-to-do nature dealing with the manufacture of hand-made articles from cardboard, paper and wood are also utilized.

The study of color from the art side may lead an occasional older pupil into bypaths such as the psychology of color, color photography or color as known to the physicist through the spectrum. Here the library becomes a fruitful field for exploration, the results of which may be carried back to the art class in the form of special reports or demonstrations.

Incidentally it may be noted that a library need not have unlimited resources to function in the field of color or in connection with many of the units of study following. Helpful material is constantly coming to hand through magazine covers and color plates, through advertisements, through reproductions of works of art available at slight cost. (For sources of such reproductions see *Standard Catalog for High School Libraries* under the heading 700—Fine Arts.)

Design as carried out in furniture, china and glassware and related topics calls for the use of many printed resources and suggests special projects or hobbies in which girls are naturally interested. If the library has, or can borrow, a few good

volumes on historic furniture, colonial glass and fine china, there is the start not only for class reports but also for amateur collecting. Mary Smith remembers that at home there reposes on a top shelf an old, cracked tureen that nobody ever uses. Is it really an antique? Mary examines the trademark, makes note of the design, and having successfully identified the piece through the library, inaugurates an activity the outcome of which is an exhibit in which the tureen appears in a glass case along with several old pieces resurrected by other members of the class, each item bearing a descriptive note.

Historic ornament as used today is met with in the modern art curriculum. Jewelry units are designed from Egyptian drawings; borders for costumes and wallpaper from Greek and Roman friezes—all calling into use histories, the picture file, and, of course, books on historic ornament.

Decorative design in the upper grades will be stimulated and advanced through reference work in the library covering the history of design and historic pattern, and through illustrations of modern design in wallpaper, textiles and other items appearing in the advertising pages of magazines, in the pamphlets and publicity material put out by manufacturers, and in portfolios of colored plates—all available through the library's own files or by way of library sponsored loans from community art museums or the public library.

Lettering is a type of activity in which library and art department cooperate most happily. Gems of poetry, historic quotations, extracts from Biblical literature—all are sources for subject matter worth beautiful graphic treatment. Or the project may be that of preparing a poster calling attention to library resources.

Costume design, needlecraft and the like have been treated elsewhere (see p.190) and are only mentioned here as fields where excursions to the library become imperative.

Cartooning frequently finds its subjects in the library. (See p.44.) But books on the techniques of cartooning and articles on the lives of cartoonists and on cartooning as a vocation also come into use.

Pictographs have been frequently mentioned (see p.66-67). Their making may be taken up as a unit somewhere quite outside the fine arts curriculum, perhaps in connection with industrial arts, or in mathematics because of the statistical angle. Nevertheless they are a form of artistic representation and pupils in producing them must frequently turn to library resources for subject matter as well as for examples.

Poster making has also had plenty of attention elsewhere. One new idea may, however, be mentioned. "The Artsmen" in a certain school is a group made up of advanced students operating a poster and publicity laboratory in cooperation with the library club. Members of the latter club suggest ideas for posters, and "The Artsmen" develop them with brush and pencil. (See *Educational Method* 19:197-98, December, 1939.)

Creative illustration will be encouraged and inspired through the use of picture books produced by great artists in which imaginary situations are depicted. Even older pupils may get their cues from such volumes, and the art teacher and librarian working together can set going many a library activity based on their use.

Poems, folk tales and stories suggesting unreal characters and situations also have their uses in connection with creative art. The poem or story is read silently by individual pupils or aloud by the teacher. Thereupon the class sets to work to interpret what has been read graphically and as imagination dictates.

Pictures of deep-sea monsters and prehistoric animals such as appear in scientific books and magazines are also utilized to stir creative imagination. Older pupils search such pictures with the aid of magazine indexes. Younger pupils will prob-

ably be supplied by virtue of the book knowledge of librarian or teacher or through their use of Eloise Rue's subject indexes.³

Settings and objects accessory to narrative illustration provide a basis for many an exploratory project in the library. Older pupils, as well as younger, often have hazy or completely inadequate mental images of objects and places outside their immediate environment, inadequacies which can be rectified by an excursion into travel literature, or the picture file. Examples: use of reference materials dealing with Roman architecture in connection with the making of a poster for a Latin play put on by the Latin class; use by city children of pamphlets and pictures showing the plant form of common vegetables, such as the bean, if *Jack and the Beanstalk* is to be illustrated; use of zoologies and picture magazines in creating a marine-life panel.

The study of habitat and background (animal habitats, suitable backgrounds for figures in native costume) is often an important aspect of an art project. Here scientific volumes, travel books and periodicals (the *National Geographic Magazine*) and the library picture file yield significant material. One course of study suggests that such activities should be extended so that many pictures are used to the end that the pupil "may obtain a clear mental picture of the type and its outstanding characteristics," rather than simply copy an illustration.

The relations between classical mythology and art are so numerous as to make it the most natural thing in the world to initiate excursions to the library to ascertain the mythological backgrounds for certain designs, pictures or pieces of sculp-

³ Rue, Eloise. *Subject Index to Books for Primary Grades*. A.L.A., 1943.

——— *Subject Index to Books for Intermediate Grades*. A.L.A., 1940. Supplement, 1943.

ture. No complicated project need be worked out, just a series of simple ones related to day-by-day happenings in the art class.

The library as an art project. Not infrequently, as most librarians are aware, certain aspects of the functioning library in themselves become art projects. In this connection the arrangement of flowers and exhibits, the production of posters and other enterprises covered in foregoing pages come to mind. A few suggestions applicable to such enterprises follow, together with some new ideas.

Arranging a library corner in a classroom becomes a genuine art project when the importance of making the corner beautiful as well as neat and usable is emphasized. One art syllabus suggests in this connection the possibility of experimentation in the display of colorful books and the arrangement of bowls of flowers.

Bulletin boards become objects of beauty as well as utilitarian necessities when a committee from the art department undertakes their arrangement.

Direct mail advertising studied as a unit in commercial art has eventuated in projects publicizing the library within the school by means of folders, leaflets and circulars designed by the class, executed by the school print shop, and delivered through home rooms by members of the library club.

The making of show cards for library exhibits and of library posters is also indicated for classes in commercial art.

Exhibits of pupil handwork mentioned heretofore are a means of pulling pupils into the library and of encouraging hobbies and hobby-reading. But it is also worth remembering that the setting up of these exhibits offers practical problems in balance, color harmony and the like. Why not a committee

of pupils each semester from the art department to work with the librarian on **exhibits as an art project?**

A few special projects picked from the compiler's scrap bag of art enterprises complete the present excursion into the field of art as related to the library and its resources. Here they are.

Framed pictures may now be borrowed from some public libraries to be hung temporarily in school buildings. A committee from the art department enjoys investigating such possibilities and arranging for the transportation of pictures from library to school and back again. Unframed pictures may be similarly procured and exhibited to illustrate historic periods or trends in art and decoration.

Art "hunts" have been encouraged by instructors. Examples of excellent composition, striking use of color, light and shade, block printing and the like are sought in well-illustrated books and magazines and taken to class for display and discussion.

A homemade movie was undertaken in one school to show how people of long ago lived. To make the movie, pupils first covered suggested reading and then searched for other materials, such as pictures and maps. Knowledge acquired was developed graphically in a series of small illustrations (9x12 inches), each picture being checked for accuracy of information as well as for artistic excellence. Illustrations found worthy of use were then enlarged and mounted on a roll (working like a window shade), which was mounted in a box with a draw-curtain over the open end. Further arrangements simulated the stage of a movie theatre. After the draw curtain was pulled back, a pupil operated the roll of pictures by turning a crank.

Panels historical or industrial in character are often worked out in the art room in connection with appropriate subject units. Here are some that have been made in one school sys-

tem: pottery making, weaving, plowing, pyramid building, fishing, the interior of Pharaoh's palace. Note that each requires much reference work.

Home planning and beautifying projects (see p.131-32) require reference work covering landscape gardening and interior decoration and so bring into use many library materials.

The making of a paper knife may be a simple crafts project. But it may also become the occasion for instruction on the proper cutting of pages with a dull-edged rather than a sharp-edged blade. Or turning the project about, instruction in the care of books may be followed by the making of a paper knife as a related project.

MUSIC

"The Librarian and the Teacher of Music" is the title of a little booklet written by Esther L. Bohman and Josephine Dillon and published by the American Library Association as No. 3 of its "Experimenting Together" series. Although the activities described were carried out in grades one to six, this small book should be read by high school librarians as well as those in elementary schools. And by teachers of music too!

Perhaps the most significant aspect of this presentation of a school-wide music program jointly participated in by the music department and the library is the range, variety and frequency of small activities. A member of a singing club visits the library to find out whether the composer of a spring song that the club is learning is the one of similar name appearing in *Unfinished Symphony* as a friend of Schubert. Checking of spelling, names and dates produces a negative answer. During a class period a boy darts in to ascertain the date of the first piano in order to settle an argument over an instrument shown in a picture. The words of a song written by Walter De La Mare lead to questions about the author and to the reading of his other poems. A children's symphony concert presented by the local orchestra is preceded and followed by the reading of stories and biographies connected

with the program. Folk tunes and folk dances lead to the reading of folk tales and to research on costumes. "Kate Seredy's illustrations, with those of the Petershams, help to set up a graphic background for a Brahms *Hungarian Dance*. . . . When the music, art, and dramatic groups combined to put on a Christmas program of shadow plays as background for carols, there began a rush of committees to the library for material."

These are but scattered examples of the thousand and one ways in which music is made to lead to the library and the library makes its services available to the music department.

Music appreciation projects in the library are discussed in detail by Philip Gordon in the *Library Journal* 66:301, April, 1941. These are basic to such projects, writes Mr. Gordon: (a) instruction emphasizing the usefulness of the library and its tools in satisfying an inquiring mind; (b) instruction in how to use certain of these tools and how to make a bibliography; (c) an adequate music collection, including leading music periodicals, clippings and biographies, books on the orchestra and the opera, music history, theory and criticism, and music scores (available through some outside source like the public library if not owned by the school itself).

In one instance a class of thirty-two was divided into five committees with instructions to meet the next day in the library for a period of reference activity in which each committee was to work independently and, as far as possible, without direct aid from the librarian. Among the problems undertaken by these committees were the following:

You are going to . . . hear *Carmen*, by Bizet. You want to read the story of this opera, you want to get some of the music . . . to play on the piano, you want to read about some of the great singers who have appeared in this opera in the past, and you want to look up the life of the composer.

You have just heard a radio band play "Jeannie with the Light Brown Hair" and you want to learn something about this song and its composer, Stephen Foster.

Instructions given to the committees were: Find the necessary materials and report.

Later in the term another library session was organized to develop a single subject field centering in Sibelius. Here are the assignments as divided among four committees:

1. If the music of Sibelius represents the spirit of Finland, you will want to know something about Finland and its people. (a) Find out what you can about: the geography of Finland; its industries and manufactures; its art, music, universities, museums, and libraries. (b) Make a bibliography, which should list: books about Finland; books which contain material about Finland (for example, encyclopedias, atlases); articles about Finland. (Remember to give name of book, author, and year of publication.) (c) One member of the committee will prepare for report in class on each of the subtopics. Each of these members will be aided by another member, who will gather pictures, charts, or maps bearing on the topic.
2. You will also want to learn something about the history of the Finnish people. The committee will make a bibliography and prepare to report on the subject in class.
3. Now you will want to learn something about Sibelius and his music. (a) Make a bibliography, which should include: books on Sibelius; books which contain information about Sibelius; articles about Sibelius. (b) One member of the committee will prepare a report in class on the life of Sibelius. Another member will prepare a list of Sibelius's compositions, to be used in class.
4. The appreciation of Sibelius's music in America is of particular interest. For this you will need to consult articles, scrapbooks, and clippings. Gather your materials and prepare a report to be given in class.

As time went on and the class gained proficiency, some of the better oral reports were typed and filed so that they could be referred to later.

The materials useful for music activities include, in addition to those already mentioned by Mr. Gordon, phonograph records, collections of songs like Downes and Siegmester's *Treasury of American Song*, the Sears' *Song Index* and *Sup-*

plement, a good music dictionary, stories from the operas and volumes on musical instruments and their making. Nor are these enough. For not nearly all background volumes appear on shelves devoted to music. Bohman and Dillon, in *The Librarian and the Teacher of Music*, write:

Manners and customs underlying national music, historical events that influenced a composer's life, the mechanics of sound, . . . fiction involving musical ideas . . . are all fair game for the music teacher's bag. When the hunt is on, they spring up from unexpected cover. A library is open range.

When it comes to the management of materials other than books, these authors suggest that sheet music may probably best be housed in the classroom where it will be readily available if properly filed. And here, if she has the time, the librarian or some of her pupil assistants may help the music department organize and maintain its files. A problem in the filing and protection from wear of sheet music would not be a half bad activity for the library club. Records may be kept either in the library or the classroom, depending upon storage facilities and the general practice of the school. But in any event, records, like sheet music, should be cataloged in the library so that information concerning all musical materials available in the school may be available in one place.

Radio programs of a musical nature coming to the school from the outside or broadcasted within the building either for study or appreciation provide many opportunities for preliminary or follow-up activities in the library. The librarian must, of course, be forewarned of coming programs, whereupon she and the music teacher and interested pupils plan such activities as the making of bibliographies covering the field of the broadcast, the reading of background material, research in musical history, etc.

Songs and Their Stories constitutes a project in music history. Accompanied by a poster featuring some famous score, a piece of sheet music or a historic picture, there appears on a library

display case or shelf a group of books and periodicals, searched out by the pupils themselves, giving the stories of world famous songs.

America Sings would on first glance appear to be a musical activity having little connection with reading. But such is not the case. This auditorium, or radio program takes full advantage of the fact that there are available in the library many collections of American songs, biographies of singers, and stories of our national airs.

"America! Tell us your stories. Sing us your songs," intones the reader as the school chorus files upon the stage. Whereupon, beginning with Indian music, and running through Negro spirituals, cowboy songs, and finally, patriotic and service songs, members of the chorus present short prefaces dealing with backgrounds, stories, historic characters and events. Following each such preface, illustrative songs are rendered. Throughout the program, reference is made to the books from which information has been drawn—books which may at any time be borrowed from the special shelf in the library where they are on display. (See further, **HISTORY SINGS**, p.162-63.)

A symphony concert heard over the radio (or firsthand) is prolific of opportunities for library activities. The identification of instruments through the use of some such book as Mason's *Orchestral Instruments and What They Do* or La Prade's very simple *Alice in Orchestralia* is an obvious activity. Others have to do with helpful interpretations of the music heard and the history of music and musicians available through dictionaries of music or, perhaps better, through musical biography.

Operas and operatic music, whether performed in the school or listened to outside, also provide motivation for numerous library activities which can only be suggested. Among the more obvious are the reading of sagas and folklore; the use

of picture files and books on costume in connection with the production in the school of scenes from famous operas; the search for information about historical or mythological characters.

Storytelling as a background for music need not be wholly relegated to the music teacher. Pupils may read and tell the stories themselves, informally as in a classroom group or more formally as an introduction to an auditorium program.

Christmas caroling may be, and often is, tied up with background work in the library, such as research into the custom of caroling and the search for carols old and new. Shadow-graphs illustrative of the carols lead to library picture files and costume books.

The glee club sings with more understanding if the background for some selections is laid through library reading and the telling of stories (by pupils) dealing with the songs being rehearsed.

Music and the dance is a topic capable of varied development through the library. A country dance played on the phonograph or listened to over the radio leads to research concerning the history and costuming of English folk dances. In the same way the music of a juba dance suggests dips into folklore, the reading of African travel books, articles on jazz, and perhaps of Vachel Lindsay's "The Congo."

The vocational aspects of music may profitably be followed up even by pupils who have no intention of making music a life work. A symposium on opportunities in music held in connection with the meeting of a choral or orchestra group is both interesting and enlightening. In preparation, pupils consult the magazine indexes for up-to-date or unusual examples of musical vocations and of occupations such as piano-tuning and the production of sound effects for the radio. Also, biogra-

phies of musicians are scanned for information as to training and opportunities. The entire program counts for most if its development is left largely to pupils working intimately with the librarian in the search for information.

"Musicians in Action" is the caption for an exhibit made up of pictures of famous conductors, blues singers, bandmasters and prima donnas. The pictures are collected from home files of magazines like *Life* to be displayed along with books and articles drawn from library resources.

Bach—with a Difference. A class weary with practicing Bach's *Inventions* on the piano at home discovered that the music of this master was a different matter when encountered in a library project on seventeenth- and eighteenth-century culture. The class functioned as a committee in collecting from the school and public library, from friends and faculty members and from the local museum, materials dealing with music, dancing, novels, dramas, paintings, churches, costumes, manners, tables, spoons—anything tending to mirror the daily life of the people. The exhibit took place in the library, but repercussions came about in English classes, where themes were written about clavichords and cathedrals; in art classes, where drawings were made of oboes, recorders, horns and viol bows. Incidentally, the library had an opportunity to publicize its collection of musical biographies, its books on musical instruments and on related topics.

A Cowboy Revue, involving both the history and the music departments, led to hours of reading and reference work in the library covering life in the old West, cowboy songs, rodeos, dude ranches. (Consult Bohman and Dillon, *The Librarian and the Teacher of Music*, p.27-28, for full account.)

A puppet play with musical characters, musical interludes or other musical implications has been found useful, especially with a group of subnormal children. Such a play based upon

the Paul Bunyan legends may likewise be found in Bohman and Dillon, *The Librarian and the Teacher of Music*, (p.26-27). The library was called upon to provide not only the Paul Bunyan stories but pictures and descriptions of loggers and lumbermen at work.

A music quiz prepared by a pupil or a group of pupils on the basis of information gleaned from library books makes a good auditorium project or provides a variation from the usual program of the music club.

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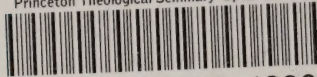
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